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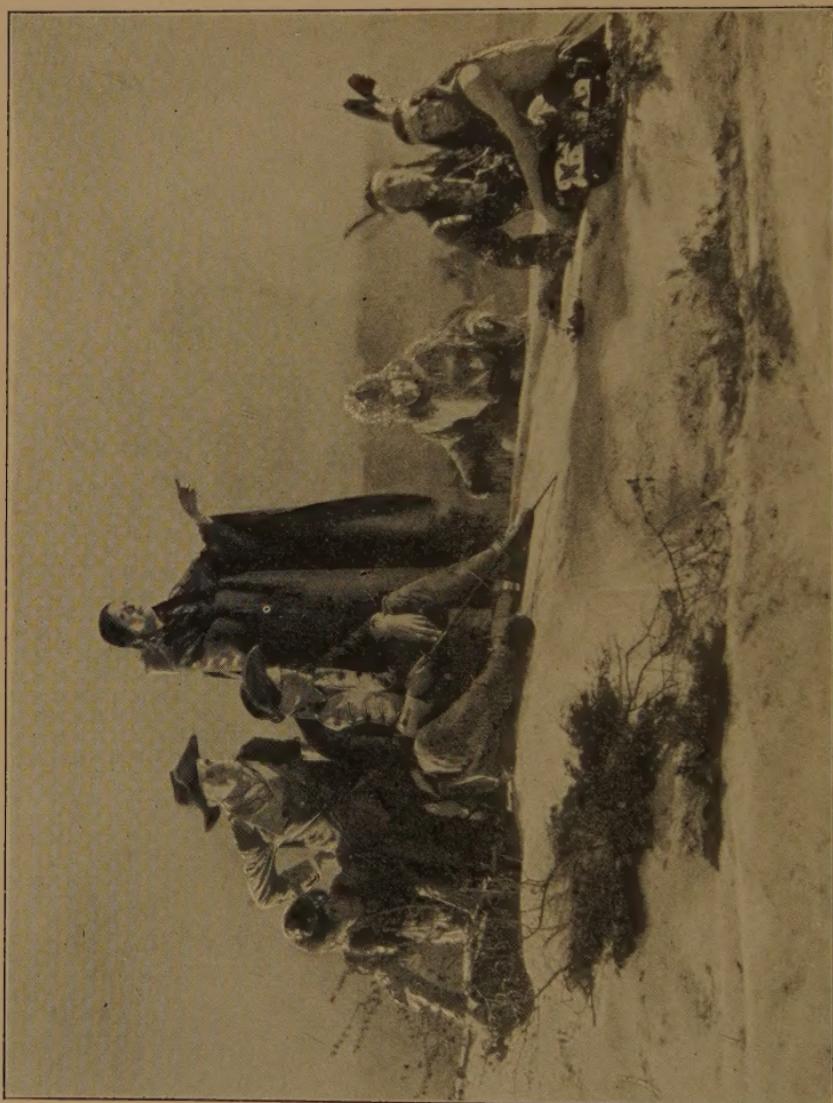
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DIXIE, WASH.
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**OUR STATE
OF WASHINGTON**

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LEWIS AND CLARK ON THE PLAINS



OUR STATE OF WASHINGTON

BY

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FOREWORD

Our state is very new, so new, in fact, that we can shake hands with many of the pioneers who came over the mountains and built homes here when the state was young. This is fortunate for all of us, because we can hear from the persons themselves the story of energy and daring of the men and women who crossed the plains when trails were poorly marked and dangers lurked on all sides.

Our pioneers were glad to reach the coast country. The men built small cabins and cleared spaces around the dooryards. With axe and saw they gradually pushed back the forest, while the mothers were busy in the cabins making happy homes for the growing families. The first years were lonely ones, but in astonishingly short time small communities grew into towns, and towns into cities.

Railroads came, uniting these places and bringing to them many luxuries. A crude body of laws was developed, and finally the state was moulded into a compact whole which we know as the state of Washington. It has taken a long time, and the best the early settlers could give. Now it is our duty to preserve our heritage and to try to do as much for our state as did these pioneer men and women.

H. C. F.

To Arthur S. Gist, Principal of the B. F. Day School,
Seattle, the author makes special acknowledgment for
many helpful suggestions.

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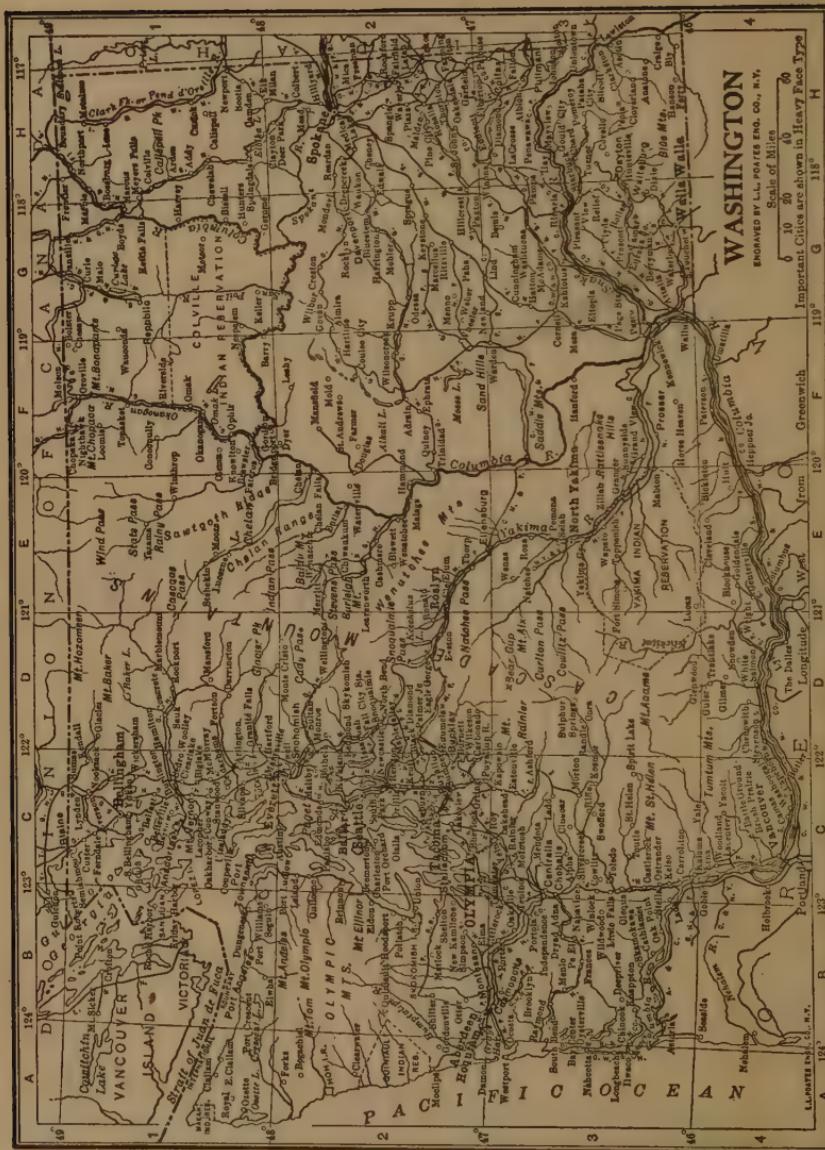
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TO
THE PIONEER MOTHER
WHO WAS
THE REAL BULWARK OF OUR STATE

WASHINGTON

ENGRAVED BY L.L. PORTER CO., N.Y.
 Scale of Miles
 0 10 20 30 40 50 60
 Important Cities are shown in Heavy Face Type
 H 118° G 119° F 120° E 121° D 122° C 123° B 124° A 125°



CHAPTER I

THE LANDSCAPE AS WE SEE IT

In the history of our nation and state the seacoasts, rivers, and valleys play an important part as roads of travel for the incoming settlers. Washington offered unusual opportunities along this line to the early discoverers, explorers, and later to the pioneers who came to make their homes in the far Northwest. Since the geography of Washington is so important, we must study the map and find out its most prominent features and see how the geography influenced the history of the state.

Our state gives to us many different kinds of places to make a home. The Puget Sound country, touched by the ships from the seven seas, is exceedingly interesting. The harbors are among the best in the world, well protected from dangerous tides and storms. The back country, reaching to the Cascade Mountains, is very rich in resources.

The Olympics are not so well known as many parts of the state, yet some day when the Olympic Highway is finished we shall find there an attractive and productive land, and gradually farms will spring up where the vast forests are standing. Already the Olympics have become the choice camping-ground of the state.

Just east of the Cascade Mountains are the four great valleys—the Okanogan, Wenatchee, Kittitas, and Yakima Valleys. These valleys form the orchard districts which have been reclaimed from thousands of acres of sage-brush and converted into wonderful garden spots for fruit and vegetables.

East of the Columbia River, reaching to Idaho on the east and to Oregon on the south, are the wheat and the grain lands which cover the hills for miles and miles. Usually there is not sufficient rainfall for a crop every year in this inland region, and summer fallowing is resorted to for the crops.

Washington gives to us the even climate of the Puget Sound country, changing to the more varied temperature of the east-

OUR STATE OF WASHINGTON

ern part of the state. Within a few hours on a January day the traveller may go from green fields west of the Cascades to blankets of snow on the east side of these mountains, but nowhere in our state do we find a disagreeable climate.

The mountains of Washington are far-famed, and hundreds of thousands of visitors spend their vacations along their icy streams. The average height of the mountains in this state is six thousand feet. Looming up on top of this great plateau of six thousand feet are the six major peaks—Mount Rainier, Mount Baker, Mount St. Helens, Mount Adams, Glacier Peak, and Mount Olympus. There are other mountains as difficult to climb, which have become well known in the different localities, but they are not gigantic enough to be called major peaks.

One of our rivers is the Columbia, known all over the world. It starts far to the north in British Columbia, and drains millions of acres of land. Emptying into it is the Snake River, with sources away east in Wyoming. The Yakima, Quinault, Quileute, Okanogan, Skagit, and Cowlitz Rivers are some of the smaller streams. Our lakes are both beautiful and useful. There is no lake in the United States like the long, narrow, deep, and rugged Lake Chelan, and none more beautiful than Lake Crescent. Lake Washington will soon be used even more than at present as an important inland harbor for the shipping trade of the Sound. There are numerous other lakes in all parts of the state which are used principally for the pleasure of the hunter, trapper, and camper.

Joining together the different parts of the state is a veritable network of gravelled and paved highways and roads, reaching out into the most remote districts. Thus the whole state of Washington is made into one vast neighborhood in spirit, and visitors can now travel by automobile to wonderful camping-places that were once very hard to reach. Many of these visitors find desirable locations for homes.

SUGGESTED QUESTIONS AND PROJECTS

1. Send for a road map of the state and trace out the important highways.
2. Write a letter telling of an imaginary trip from your home to the Rainier National Park.

THE LANDSCAPE AS WE SEE IT

3

3. In your mind take a trip across the entire state and write a daily diary of that journey.
4. Get a book on mountain-climbing and tell a story of a mountaineer at work climbing a major peak.
5. Compare the size of our state with some of the New England states.
6. Why do you like your part of the state?
7. Point out on the map the six major peaks, the lakes and rivers, and seven of the most important cities.
8. Bound your county. How large is your county?

CHAPTER II

THE CLAIMS OF THE NATIONS

You will notice in this story of early Washington we shall speak often of the Oregon country. People in the East had only a vague idea about this region, for it was so far away. They knew it lay in the northwest part of the United States on the Pacific Ocean and that to reach it they would have to travel through a territory where millions of buffalo and many tribes of hostile Indians roamed the plains. The boundaries of the Oregon country were not definite at first. On the south was Spanish territory, of which California was a part. On the north was Russian territory, including what is now Alaska. The eastern boundary was the crest of the Rocky Mountains. Look on your map and see where the northern boundary of California is and then notice the southern boundary of Alaska, and go from the Pacific coast to the crest of the Rockies, and you will see all that was included in the Oregon country. We are most interested in that part below the forty-ninth parallel. This includes Oregon, Washington, Idaho, and western Montana.

Long before this region became part of the United States, at a time when it was inhabited only by Indians, explorers from four great nations came to our shores and laid claim to the land. Although these countries were not ready to settle it, they wanted the country for future settlement. These nations were Russia, England, Spain, and the United States. Let us see how these claims were set up.

During the last days of Peter the Great of Russia, he outlined a voyage for Vitus Bering, the Master of the Russian Fleet. He planned for Bering to go to Kamchatka and build a boat and sail north to see whether the two great continents were joined. Then he was to sail east, explore the country, and find out what people were in possession of the American continent.

Soon after this Peter the Great died. Catherine, his wife,

came to the throne of Russia. She carried out Peter the Great's plan and sent Bering to Kamchatka by the way of European Russia and through Siberia to the seacoast of this great peninsula. After he had built a fine little ship he set sail north in 1728. After a long and difficult voyage he found the land tended to go to the Northwest, that it did not join with North America, but was separated by a strait which now bears his name. Bering reported his findings to the Empress. She sent him out again. This time they built two ships and sailed due east from Kamchatka. On this voyage they found the coast of North America and explored some of the coast of Alaska. Bering lost his life in this last expedition, but Russia came into possession of a vast new territory through these discoveries.

There was something else which they discovered on these voyages. All over the islands and on the mainland they found very rich and very rare fur-bearing animals. Just as soon as the people back in Russia heard of this harvest in furs, many Russians came to this new land, and they gave the name of Russian America to the country we know as Alaska. The Czar said his land reached clear down to the Spanish land in the south, which we know as California.

You remember reading about Sir Francis Drake. You know he came up the coast from South America, where he had robbed many Spanish vessels, and the place where he turned about to go home was out in the Pacific Ocean, about opposite the shore where Everett is now situated. This gave England a claim to this coast. Later Captain Cook, sailing for the English, came up the coast and went far into Russian America, but he made his headquarters along Vancouver Island. This gave the British further claim to the Oregon country. A little later, in 1792-3, Vancouver and MacKenzie, exploring for England, went along our coast and laid claim to it. You will see later how important the voyage of Vancouver was to England.

Spain owned a great deal of land in South America, extending through Central America and up to our own Western coast. Since Spain was the discoverer of the Pacific Ocean, she laid claim to the shores washed by its waters. As no permanent settlements were made north of California, the nations ignored the

claims of the Spanish and gradually took possession of the country.

The American claims came through Lewis and Clark, the Astor party, and Captain Gray. We shall find in the chapters which follow just how the claims came into conflict and how they were adjusted, and how America finally won the land below the forty-ninth parallel in the Oregon country.

SUGGESTED QUESTIONS AND PROJECTS

1. Get some "Geographic Magazines" and read about Russian America, or Alaska, as we know it. The illustrations are especially fine.
2. Look up the story of some great explorer and see how a claim to a country is established.
3. Point out on the map the route of Bering from St. Petersburg to Kamchatka Peninsula.
4. How near is the Aleutian group of islands to Kamchatka?
5. What places on the map are named after Bering, Cook, Vancouver, MacKenzie?
6. Tell the story about the voyage of Sir Francis Drake.
7. Point out on the map the Oregon country.
8. What was going on in the colonies when Bering was out here on the coast?

CHAPTER III

OUR NATIVE-BORN PEOPLE

The Indians are always of interest to us. They seem so different. They talk but little to us, and we seldom see them laugh. Among their camps the Indians are happy and they talk a great deal and laugh at a good story. After we come to know them we find that they are very much like all human beings.

In the United States there are about 250,000 Indians. There are 200 separate tribes, many related, but with great differences in language. A long time ago there were 60 different tribes in our state. Some of the tribes were strong and fought with the weaker tribes, until those left in the smaller tribes were forced to join together for protection. With the coming of the white man new diseases were brought to the Indians and their numbers were reduced by epidemics. At last they have dwindled down to half the original number of tribes.

In our state we may divide these people into two groups—the Horse Indians and the Canoe Indians. The Horse Indians as a rule lived east of the Cascades, and the other group west of the Cascades, along Puget Sound, the Pacific Ocean, and up the rivers flowing into the salt water.

The Horse Indians were tall, upstanding people, well developed in their muscles. They used the horse in travelling, hunting, and fighting. They were accustomed to the big, broad prairies and the many hills. At times the young men would travel hundreds of miles over the Rockies for the buffalo-hunt or far into the mountains for the deer, the bear, or the elk. They liked the camas roots, and often they would go to the valleys especially rich in this food.

There were certain large berry-patches where the whole tribe would flock in the summer and fall. It was an annual custom for the Yakimas, Umatillas, and other tribes to congregate on

Huckleberry Mountain, south of Mount Adams, and pick and dry the huckleberries. Each tribe brought its fastest horses for racing, and to keep them in fine condition they had a man like our veterinary to look after them. This ancient track can still be seen, although the Indians do not have their annual races



Courtesy of R. E. Shelton.

LARGE CEDAR CANOE, TULALIP.

there. Besides the races they played many games, told stories of the olden days, and carried on their religious dances.

They continue their annual pilgrimages to these mountains for huckleberries, but they have given up many of the old good times of the past. They like the huckleberries so well that they go many miles for them, even neglecting the fruit at home.

The Canoe Indians were short-legged, with strong, muscular arms and powerful bodies, possibly due to their life in the canoe. Their food was principally fish, which could be easily obtained when the "runs" were on. They loved the fern roots, and at times they found the camas. They hunted and trapped along the streams flowing into the salt water. Their canoes were

large, light, graceful boats made from half a cedar log which they had burned and scraped out.

Some of their canoes were fifty feet long, with a high prow. On this prow was carved a head of an animal which they thought would give them good luck. The men at times went twenty and thirty miles into the Pacific to get the seal or to harpoon the whale. Sailing in these boats was very dangerous, for if they were caught in a storm, sometimes the boat would split in two or the waves would swamp it. The Indians were anxious to get metal from the early traders so they could more easily dig out the boats. Their paddles were strong, light, and made with great care.

Each tribe in the state lived in a definite place. They loved their homes, just as we do. The other tribes knew just where the boundaries were, and they never went over into a neighbor's land unless for trade or when at war.

The Horse Indians generally took a beautiful valley on a running stream for their home, and the Canoe Indians lived at the mouth of a river, near the salt water. Some of the Indians have lived so long in their present home that the oldest grandfather has no knowledge of when they came there. One old Squaxin Indian who lives out from Shelton said to me: "We have lived here ever since the most ancient times, when the great flood came over the earth."



A FINE TYPE OF AN INDIAN EAST OF THE CASCADES.

The houses of the Indians on the west side were long and broad, made of cedar boards which they had cut with their crude tools from the gigantic trees. A number of families lived in each of these houses. Some of these houses were two hundred feet long, and one ancient one on the Frazier River in Canada was twelve hundred feet long.

The Indians east of the mountains lived in teepees made of hides. Just imagine a cold winter day in a teepee! Yet the teepees were banked up with earth and snow so that the small fire in the centre made the home very comfortable.

Indian Boys and Girls Had Schooling

The little Indian girl was brought up and educated by her grandmother or some old woman of the tribe. Day after day she would sit and listen to the stories of other days. She must remember where the rivers were or where some great battle occurred, or she must sit quietly and hear of some long journey to other tribes far away. Gradually she came to know a great many things about the past life. At times, when the girl was restless or did not want to sit quietly, the old grandmother was cross. When the girl was old enough to do work around the camp she was turned over to her mother, and then she was trained in caring for the meat and the berries and the roots for food. She must also know how to tan hides, to sew moccasins, and to help make the dresses, and to gather wood, and build the fires for the home. Indian girls were kept very busy after their mothers began to train them.

It was not long before the Indian girls, while working about the fire, started to sing the old songs the women were singing. They had old ballads or songs of long ago which told of some strong young man who had gone forth to battle and come back covered with glory, or these songs told of some young man who had gone far away to see the world, fallen in love with a girl of another tribe, and brought her home to his teepee. Then there were songs of the hunt and songs to put the babies to sleep, and some songs about a terrible great animal god which would steal baby brother away if he would not be quiet. Yes, the Indian

girl was taught many things, so when later the young brave came to woo her she would be prepared to make a good home for him.

The boy was cared for by his mother until he was large enough to be put in care of his father. The father made him small bows and arrows and taught him to shoot at birds. He showed him how to ride a horse without any saddle. It was not long before the boy was taken on short hunts and allowed to sit with the older men about the fire and listen to the stories of olden days.

The stories the Indian boy liked best were the tales of the days when all the animals were gods and talked just like people. He looked upon the coyote as Chief Coyote, the animal god, who had a wonderful brain to think with and a sly way of getting just what he wanted at all times. He was much amused when they told a story in which the sly old Chief Coyote was fooled by the other animals. He looked upon the beaver as God Beaver, ten times the size he is to-day and very fierce. He sat very still when they told of the terrible Killer Whale who would crush their boats if they did not obey the Great Spirit in their hunt on the salt water.

The father looked with pride upon this boy when he showed that he, too, could be a great hunter. When the boy was about fourteen years old he had to go off by himself, and there in the darkness of the forest he was told to sit quietly, without food or drink, and wait until some animal would appear to him and tell him what he was to do in his life as a man. The boy sometimes saw some great animal which told him that he was to hunt the buffalo or the Killer Whale, or that he would be a great boat-builder or a maker of beautiful arrow-points.

When the boy came back to camp he did not tell what he had seen, but the father knew by the look in his eye that he had found the place he must fill in the tribe. The boy soon afterward took part in the hunt and in the wars between the tribes. There was sometimes a boy who was just like some white boys, who hated war and hated the hunt, but who loved the home. Often he became the expert painter among the men, or he became the writer of their history on the rocks or on the skins of animals, or he became the historian, and all the tribe looked up to him as the man who knew all the past. We have found along

the Columbia River an arrow-maker who was noted many years ago as the most famous of all men in making very fine weapons and tools and arrow-points out of flint or other hard rock. He no doubt had been told on that journey to the forests that he was to be skilled in arrow-making.

The boy, too, soon began singing the old songs and drumming for the men to sing. He soon knew how to dance the peace and the war dances. His father was very glad if he could come back from the war and picture in the dance before the camp the fight with the enemy, showing the terrible struggle of the fight. Our Indian boy was a fine actor, and many times he would act the part of the fight so well the old women would go from the scene crying because they saw their own sons in some other battle from which they had never returned.

In the Indian home the boys were most important, and they were given the best, for they were the ones who must protect the tribe. The girls were not thought of very highly except as workers for the men. This was not fair, for the women of the tribes had much hard labor to do, and the men shirked the work about the camp.

Indian boys and girls never went to church, but they were taught about the Great Spirit which we call God. There were others, bad spirits, which they tried to keep friendly and thus protect themselves from harm. They had many charms and signs of good and bad luck.

The young men of the Indian tribes were famous travellers. They went hundreds of miles to learn more of the world and bring back the wonderful stories of other people and other large valleys and rivers many moons away from them. Their time was divided into "suns" which represented days, "moons" which represented four weeks, and "winter camps," or years.

The common, intertribal language of the Canoe Indians, after the white man came to them, was the Chinook jargon. The plains Indians had the intertribal language which we know as the sign-language.

Some time you may get acquainted with some Indians. Then perhaps you can get them to tell their stories of the olden days. When you come to know them well you will find that they are

in many ways much like the white people, and many of them are fine types of men and women, whom you will be proud to call your friends.

SUGGESTED QUESTIONS AND PROJECTS

1. How would you like to be an Indian?
2. Which would you rather be, a Horse or a Canoe Indian?
3. Tell how the boy and the girl were educated. What lessons did they learn?
4. How could our Indians talk with tribes who came from a distance?
5. Make an Indian teepee. Dress an Indian doll.
6. Cut out some pictures of Indians.

CHAPTER IV

THE DISCOVERER OF THE COLUMBIA AND HIS FELLOW EXPLORER

Before the Revolutionary War many of our people along the Atlantic coast were wonderful sailors. They roamed the seven seas, and when they returned home they had many strange tales to tell the neighbors about the people of other lands. After we had gained our independence, England tried to keep our ships off the sea. She told our sailors they must not trade in the West Indies or in England or in any of her possessions, except under limited conditions. Some of the other countries of Europe were just as disagreeable as England and treated us coldly. But they could not keep our ships at home, for the seas were large, and our sailors began to talk of the trade on the Pacific Ocean with the Orient.

Word had come back to Boston and the other ports that the chief men of China wanted fur to trim their rich robes. The merchants found that they could trade this cargo of furs for teas, spices, and silks.

The Boston company was formed, and two ships were fitted out with supplies and articles of trade, such as blankets, knives, beads, copper kettles, scraps of iron, and medals, all for trade with the Indians for their furs. The names of the two ships were the *Columbia* and the *Lady Washington*, and they were under the command of Captain John Kendricks and Captain Robert Gray. They sailed from Boston harbor just thirteen days after the Constitutional Convention had adjourned in 1787. On the mast each unfurled a flag which represented the thirteen colonies, and yet it was many a day before they really knew whether the Constitution of our nation had been accepted and we had become in fact a nation of thirteen states.

To-day we may go from the Puget Sound to Boston in ninety

hours by train, and in much shorter time by the air route, but at that time they had to go by the way of the Horn and follow the long coast of South America and Central America and the Spanish possessions up to our own shores. In 1787 it was a long journey of eleven or twelve months. When the two ships arrived at the Horn, they were separated by a big storm, and they did not see each other until they arrived off our Western shores.

Toward the end of August, 1788, the ships came together, and after sailing into Nootka Sound on Vancouver Island, they planned the work on the coast. They bought furs as far north as Queen Charlotte Island. The Indians were very glad to get the pieces of copper and the scrap-iron, for they wanted the sharp metals to help in making their great canoes. It was not long before the Americans had a ship-load of furs. Captain Gray took the ship and sailed for China.

Here he sold his furs to the rich Chinese, bought a cargo of tea, and started on the long journey home. He went by the way of the Cape of Good Hope, carrying the flag of a new nation around the world. When he arrived in Boston he found that the United States Government was a real government and that George Washington was President.

He walked up the streets of Boston arm in arm with John Hancock, who was the governor of Massachusetts. Captain Gray had with him Attoo, a young chief from the Sandwich Islands. This young chief had a whole dress of bird feathers, and when he walked around Boston the people asked thousands of questions about that far-off island which we call Hawaii. Because of Captain Gray and young Attoo there was a great deal of excitement in Boston, and many people offered to help Captain Gray start another voyage west to the far-off Pacific coast.

A little more than three years after his first voyage west Captain Gray started again for the Pacific coast. During the winter of 1791 and the spring of 1792 the captain was on our coast, trading with the Indians and making them many sharp-edged tools from his scrap-iron. Sailing south from Nootka one spring day, Captain Gray sighted a British ship with Captain George Vancouver in command.

We must remember that both of these captains were anxious to discover a great river which flowed into the Pacific from the vast country to the east. Captain Gray, in this conference with Vancouver, told of a river which had been platted near the forty-sixth parallel. But Captain Vancouver made light of such a river and said that he was going to go down the Juan de Fuca Strait. So they parted company, and Captain Gray sailed south and made a wonderful discovery.

First he sailed into a bay which we know as Grays Harbor, and continuing farther south he sailed up the mouth of a large stream which he called the Columbia, after his ship. We must remember that the man who discovers a river claims all the land along the banks of that river, so Gray, in this very important discovery of the Columbia River, claimed for the United States all the land along the river from its source to its mouth. He soon sailed for home and reported his find, and from that day to this we know this river by the name given by Captain Gray.

Captain Vancouver sailed down the Juan de Fuca Strait, and his fame has lived because of his very important discoveries in Puget Sound. He named about seventy-five different places, many after his friends in the British service on the seas. Among these are Mount Baker, Mount Rainier, Vashon Island, Hood Canal, Bellingham Bay, Puget Sound, Whidby Island, Port Orchard, Commencement Bay.

One reason why we know of these discoveries of Vancouver in 1792 is because he went home to England after this trip and wrote a number of books about the country, in which he mentions all these names. Later when men came into the Sound they had his books and charts with them and used the names given by Vancouver.

Explorers, such as Gray and Vancouver, had a hard life so far from home, and we are glad to know that they have left such fine records behind them so that we can remember their journeys. These two captains will never be forgotten.

SUGGESTED QUESTIONS AND PROJECTS

1. Why did Gray come out to the Pacific?
2. How long did it take him to make his trip to the Pacific? Trace his journey from Boston to our coast and to China.
3. What did Vancouver name? Point out these places.
4. What kind of ships did these explorers have?
5. Tell something about the hardships of a sailor in Gray's time.

CHAPTER V

TWO GREAT TRAIL-BLAZERS ACROSS THE COUNTRY

If you should have a day-dream and forget it right away, then you would accomplish very little in this life. But if you should have a day-dream which stayed by you year after year, then I am sure you would make the dream come true. Lewis and Clark were sent on an expedition to the Northwest because Thomas Jefferson dreamed of a journey into this Western land so often that in time he made his dream come true.

In 1783 Jefferson wrote to George Rogers Clark, the man who conquered the Western land for the Americans in the Revolutionary War. He wanted General Clark to go out into the Spanish territory beyond the Mississippi River and explore it. But General Clark did not even answer his letter, and Jefferson was disappointed.

In 1787 Jefferson went to Paris as our diplomat, and while he was there he met a man by the name of Ledyard who had been around the world with some of the great explorers. Jefferson told him about this day-dream of his, and that he would like to have him go into the country beyond the Mississippi and see what kind of land it was. Ledyard said that he would go through Europe into Russia, and east through Siberia to Kamchatka and across Russian America, down into our Oregon country, and then down the Missouri to St. Louis.

Jefferson was very glad, for he thought now he would have this country explored. Ledyard went east almost to the peninsula of Kamchatka, and then the Russians realized that if he found the rich land of fur in Russian America and told his people back home, they would come out and try to get the land. They turned him about and made him go back to Poland under guard, and they then told him to go home.

Jefferson was grieved, because he had thought this man could help him. Soon after this he met in America a famous botanist

by the name of Michaux, who had come here from France. You know Jefferson was a lover of outdoor life and knew a great deal about agriculture and flowers. He met this man from France and had a long talk with him about his travels in the United States. He told Michaux about the land west of the Mississippi and Michaux said that he would explore the country if he could get enough money to pay him for his journey.

Jefferson collected the money and Michaux started West, but in the West he met a fellow countryman by the name of Genet, who persuaded him that the Southwest was the best place to go. Michaux forgot his mission and went with Genet.

You can imagine how Jefferson felt. Then he thought of General Armstrong, an officer in the United States Army, and felt sure he would be willing to go out into the Spanish territory to the west. So he asked this general to go up the Missouri and explore the country. General Armstrong started up the Missouri River and met with no trouble on his canoe trip until he had travelled about fifty miles. Then he met many of the fur-traders coming down the river, and they all told him about the terribly fierce Sioux Indians, until he felt it was useless to go into that country alone, so he turned back, to the great disappointment of Jefferson. When Jefferson became our third President of the United States his dream was still unrealized.

Jefferson Succeeds at Last

Jefferson was very anxious to have some one go into that country, and so, in January, 1803, he sent a secret message to Congress asking for \$2,500 to finance an expedition into the country beyond the Mississippi, and Congress appropriated the money. In the meantime France had come into possession of the Louisi-



THOMAS JEFFERSON.

From the painting by Gilbert Stuart.

ana Territory, extending far into the Northwest, and men had been sent over to France to buy this land. They persuaded Napoleon to sell the whole country between the Mississippi River and the Rocky Mountains for \$15,000,000.

Jefferson was very happy to think this whole country was to be a part of the United States, and he also knew that he could now use openly the money which had been given to him for the expedition. He at once turned to his own private secretary, Meriwether Lewis, and asked him to lead a party to the great West. Lewis said that he would be glad to do it for the President. He wrote to William Clark to head the journey with him.

You all know that a camp or a journey of any kind cannot be a success without some very careful work in organizing the men. So Lewis said that he would be the trail-blazer of the trip if Clark would be the camp man. Lewis was to search out the trail as they went forward, and Clark was to stay in camp and organize the men so each person would know just what to do at all times. Then, too, Clark had to see that some of the men kept the camp supplied with food, and it took a great deal of food for forty men.

During the winter of 1803 and 1804 the party camped across from St. Louis, in Illinois land. Most of the winter Lewis was in St. Louis finding out all about the first lap of the journey to the Mandan Indian earth-lodge villages on the upper Missouri. Clark was in camp getting supplies, making three boats, and forming his men into units for the journey. It was a hard job for Clark, for he had many Western men who were used to the free life of a camp and they did not like to be held to so much military discipline. One day he had to whip a man for not doing what he was told to do.

Spring came around, and on May 14, 1804, the two leaders, with forty men, started up the Missouri River for the far Western ocean. Day after day the party toiled up the river, sometimes rowing the boats, and at other times pulling them along with long ropes. It was hard work, and they could not go very fast. When they reached the place we call Sioux City one of their party died. To-day a tall shaft marks the spot where Sergeant Floyd was buried along the bank of the river.

In late fall the party reached the earth-lodge village of the Mandan Indians, which we call Fort Clark. They at once started to put up houses for the coming winter. This site is fifty miles north of Bismarck, North Dakota, and twelve miles up the river from Washburn. Recently the people of Washburn placed a marker to commemorate that winter camp among the Mandans.

These Indians lived in earth lodges fifteen feet high and thirty to sixty feet in diameter. These houses were three feet in thickness at the base and a foot at the top. The earth lodges were almost as strong as a fort. Within these houses they had many pits in the ground, where they kept their corn. These corn-cribs held from thirty to fifty bushels of corn. They were in the houses and scattered over the village around the houses.

The Mandan villages were in the heart of the corn country of the United States at that time. When the goldenrod was in bloom on the prairies the tribes of the plains knew that the corn of the Mandan was ripe. Then they would flock by the thousands to these villages and buy corn. Even our Yakima Indians went back there for seed-corn about the time Lewis and Clark were in their village.

This corn fed the party and helped them through the winter. An old, worn-out stove was turned over to the blacksmith of the party, and he made it into spear-points and arrow-points, which he sold to the Indians, getting seven and eight gallons of corn for each one. Clark also sent his men out hunting, for it took a large amount of food in the winter for all those men.

During all that winter Lewis was in the Indian village obtaining data for the second lap of the journey. He talked with all the hunters and trappers and Indians who had been to the West. His greatest problem was to get through the Rockies, for, from the earliest times, the Shoshones had guarded the passes. In the early winter he found the solution to his problem, which made him very happy.

When the spring came he sent back a number of his men to St. Louis with the records and a few relics. Then, with twenty-eight in the party, and with the one person among them who could lead the way, they pushed forward toward the setting sun,

confident that the road would lead them through the mountains to the river which flowed toward the great salt sea.

SUGGESTED QUESTIONS AND PROJECTS

1. Tell how Jefferson tried to explore the West before Lewis and Clark made their journey.
2. What kind of trading goods was it necessary for Lewis and Clark to take with them as presents to the Indians?
3. Write a letter, dating it January 1, 1805, and tell of your camp at the Mandan village with Lewis and Clark.
4. Did Lewis and Clark enjoy their trip into the new places on the upper Missouri River?
5. Point out on the map the route of Lewis and Clark.

CHAPTER VI

A YOUNG INDIAN WOMAN OF SIXTEEN GUIDES THE PARTY

The expedition of Lewis and Clark to the Mandan Indian villages was over a well-known trail. Many hundreds of trappers, hunters, and voyageurs went back and forth each year between the country of the earth-lodge Indians and St. Louis. This first lap of the long journey was made without any great danger, because they met on the way so many who could be of real help if aid was needed. But the second lap to the Rockies was the cause of real anxiety for both of our leaders, and the question was often asked: "Who can lead us?"

During those fall days, when the camp was being planned for the winter, Lewis was over in the Indian village talking with the men who knew the trail to the Rockies. The interpreter of Lewis was Charbonneau, a Frenchman of little worth as a man. In his household there were three wives, the youngest being a girl of sixteen, whom they called Sacajawea. Early in his visits to this home Lewis learned that Sacajawea was a Shoshones Indian girl from the Rocky Mountain region. This aroused his interest, for he knew that she belonged to the tribe who guarded the trail through the mountains.

Sacajawea came from one of those tribes on the foot-hills of the Rockies. Many times her tribe had wandered through the passes to the western foot-hills of the mountains and slowly made their way back, picking berries during the summer and preparing their food for the winter. When Sacajawea was ten years old she was camping with her family on one of the three forks of the upper Missouri. Suddenly, out of the stillness of the plains, a terrific war-cry was heard, and a party of Grosventre, who had come from the Mandan earth-lodge villages, rushed upon the Shoshones. They killed a few of the older people, and one of their number was killed, but they captured Sacajawea and a playmate. The Grosventre did not kill the captives, but,

hastily placing them on the backs of their horses, they sped on toward the earth-lodge cities. The playmate of Sacajawea escaped. That night, as they were gathered around the camp-fire, Sacajawea learned that they were going to take her back to their home on the plains.

Day after day, as they rode toward her enemies' country, she was as one who never slept; for she too was anxious to escape, and she noticed everything along the trail so carefully that many landmarks were firmly stamped upon her mind. After a long journey the Grosventre rode into their earth-lodge city singing a song of triumph. But some were wailing the news that they had lost one of their number in the far-off country.

There were days of feasting and singing, and many a long evening was spent around the camp-fire relating the wonderful adventures in the distant land of the Shoshones. But these were very sad days for the Shoshones maid, for she did not know whether she would be sacrificed for the



A SHOSHOSES GIRL.

death of the Grosventre warrior. At last a great council was called to determine what to do with the captured maiden. When they were discussing her fate a Grosventre mother arose in the council circle and said: "Recently I lost a girl of her age. Give her to me and let me have her as my own." When she

was adopted into this tribe she was given the name we have called her, Sacajawea, which means "Bird Woman."

She was very happy with her adopted mother, but one day Charbonneau came and gave a gift to the foster-mother, and Sacajawea became the third wife of this French interpreter. During these six years she had not forgotten her home in the foot-hills of those wonderful mountains. When Lewis came to the home of Charbonneau and talked of the journey to the West, Sacajawea was very much interested. It must have been decided early in the winter that Charbonneau should accompany the party West as interpreter and Sacajawea should go along as a guide. On February 11, 1805, a son was born to Sacajawea. Before this son was two months old, April 7, 1805, the mother, with the child on her back, set out with the Lewis and Clark party. Many of the men in the party grumbled, for they did not want to be hindered by a woman with a young baby. But Lewis knew full well her value as a guide.

Those landmarks she had noted as a captive were now of great value to the expedition, for she remembered the trail to the West, without any wavering or uncertainty. She was anxious to show to Lewis and Clark that she could be of real service to the party. One day, when they had reached the plains beyond the mouth of the Yellowstone River, a great storm overtook the party, and they stopped in a coulee to rest. The waters rushed down the coulee and filled one of the boats. Charbonneau was near, jumping up and down and calling for help, but not knowing what to do. Sacajawea put her baby down, rushed to the boat, bailed out the water, and pulled the boat out of the reach of the storm, saving valuable papers and instruments of the party.

When they drew near the Rockies, she said: "Here is where I was taken by the Grosventre. You will find my people soon." But it took days to find the camp of the Shoshones. The first person the party met was the girl who was captured with Sacajawea. There was much rejoicing and weeping when they met.

The Shoshones prepared a council for Lewis and Clark, and Sacajawea was present as the interpreter. When they came to the council circle, across from her was the chief, and she at once

recognized him as her own brother, Cameawaite. Tears of happiness filled her eyes, but not until she crossed the council circle and threw her blanket over the chief did they realize how fortunate this meeting was to be to the expedition. They were among friends.

Through Sacajawea they procured horses and provisions for the journey to the river which flowed into the great salt sea. When the party arrived near the present site of Lewiston, Idaho, they left their horses in care of an Indian chief and took boats and set off down the Snake River for the ocean. Everything went along very well until they reached the Dalles, where they found the Indians who could not be trusted. The party could not leave any of their goods for a moment, because the Indians would steal them. They were glad when they had made the portage and were on their way to the sea. They were very happy to think they were so near the end of their journey.

When they reached the place on the river which is just above Vancouver they noticed the ebb and flow of the tide. The next morning they started in the fog, but when they reached the widening of the river just below the present site of Vancouver, the fog lifted, and in front of them was a broad expanse of water. The party in the boats shouted and sang and cheered, for they thought they had reached the great salt sea.

As they went along they found more signs of the ocean, and at last they reached the mouth of the Columbia. They went north from the mouth of the river, and even to-day there is a tradition that a number of trees out from Ilwaco were blazed by the Lewis and Clark men. They went into winter quarters south of the mouth of the Columbia at Fort Clatsop, near the present site of Seaside. Here we find the fireplaces where they made their salt from the sea water.

That winter of 1805 and 1806 was a long one for this party. It rains a great deal on the coast, and they were not used to so much wet weather. Then the food was not the same as they were accustomed to on the plains.

Sacajawea took a keen interest in all the country, for she knew that when she reached her home in the earth-lodge village the people would come from afar to see her and ask her questions

about the land to the far west along the great "Salt Lake." One time a whale was washed up on the shore, and they took Sacajawea down to the beach where the whale was stranded.

Early in the spring of 1806 the party left the coast and travelled up the Columbia without any trouble until they arrived at the Dalles again. But they soon passed those Indians and reached the place where they had left their horses. The horses were all there, except two which had been eaten by the wolves. The Indian chief took Lewis and Clark out to view the bones.

The leaders found that the passes of the Rockies were full of snow, so they had to stay near the end of the Lolo Trail for two months. There is still a tradition in Pend Oreille County that Lewis and Clark visited that country while they were waiting for the passes to open up. It is very likely that the leaders did make some side-trips when they were waiting for the sun to melt the snow in the passes of the Rockies.

When the time came for them to move on the trail, Lewis said to Sacajawea: "We are late on the trail. We want to go the shortest way home. Can you guide us?" Without any hesitation the Bird Woman said: "When I was a girl of six my father was this side of the great mountain with all of us. When we went home to the three rivers we went the shortest way through the mountains. I can guide you that way."

Lewis and a small party went back by the way they came, for they had to get some goods in a cache near Great Falls. But Sacajawea, Clark, and the rest of the party went up the Lolo Trail, through the Bitterroot range to the headwaters of the Yellowstone River, and down this river to its mouth. To-day this is considered the shortest route to the coast. The two parties met at the mouth of the Yellowstone and then they journeyed to the Mandan earth-lodge villages.

Charbonneau was paid \$500 for acting as their interpreter. Sacajawea was given only a letter, saying that she was an efficient guide and a great help to the expedition. Perhaps they felt it was sufficient to reward her husband. *after 7, 51 45*

Lewis and Clark arrived at St. Louis, September 23, 1806. It was not long before the whole United States knew of this journey

and the wonderful country to the west. It was on this journey that the United States rested claim to the Northwest.

Soon after this Captain Clark became Governor Clark of the Louisiana Territory, and Sacajawea went to St. Louis to visit, but she did not like the cities of the white men, and she soon returned home. History is not entirely certain as to her future life, but it is understood to-day that she lived in the earth-lodge village, often telling of her trip west to the great salt sea. She died in 1819.

Great honor is now given this girl guide, and in a number of places statues have been set up to her memory. A very beautiful statue has been erected at Portland, Oregon. The best one, according to careful critics among the Indians, is at Bismarck, North Dakota. This bronze statue was given by the school-children and the federated women's clubs of that state. We should all be grateful to Sacajawea for the good work she did. There was no trail too long, nor a night too dark, nor a task too difficult for her to face. She went forward, happy in the service of the two great leaders. Her reward was in the task well done.

SUGGESTED QUESTIONS AND PROJECTS

1. Why was our Indian woman the Key to the Rockies?
2. Do you know a girl of sixteen who could have guided Lewis and Clark?
3. How did Sacajawea help the Lewis and Clark party?
4. Write a page in an imaginary diary telling of the council among the Shoshones.
5. Where did the party stay on our coast?
6. Why was the Lewis and Clark expedition so important?
7. Dramatize this chapter.

CHAPTER VII

HOW OUR FIRST FUR TRADE ON THE PACIFIC STARTED

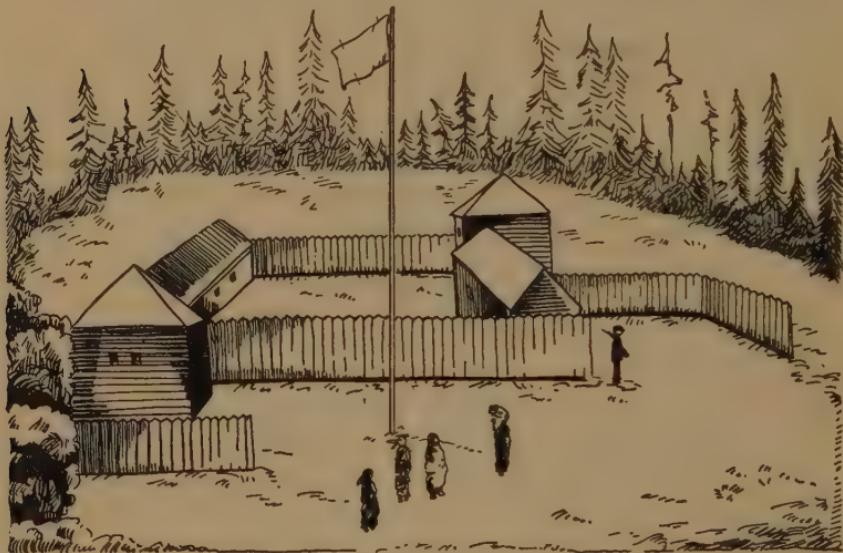
The Lewis and Clark expedition had stirred the whole country. Many men thought of that land as a rich field for fur-trading, and some of them even considered that other wealth might be there. But only a few put their thoughts into action. The people around St. Louis heard the story many times from the men who had been with the expedition. The chief of these fur-traders was Manuel Lisa, a Spaniard, who lived at St. Louis. The next spring after the return of Lewis and Clark he took forty-two men and \$16,000 worth of trading goods and started up the Missouri for the upper waters. He had in his company at least one of the men who had been with the great expedition.

Lisa established posts on the Yellowstone and gradually went farther West, until he had, within two years, placed his fur trading posts over the mountains into our country this side of the Rockies. But he did not stay here long, for the Shoshones looked with disfavor on this white man and his fur-trading men. They soon put a stop to his work west of the Rockies. The old slogan of far-away days still was uppermost in their minds, and "They shall not pass our mountains" was strictly enforced, with the fighting strength of the tribe behind it.

Lisa became wealthy, and his fame spread far and wide. Men in the East who were in the fur-trading business began to look into the wealth of the West, and particularly the Far West. John Jacob Astor had made money in furs, and he was looking for new fields of wealth, so he proposed to some of his friends that they start the Pacific Fur Company, to trade with the Indians on the Pacific coast, and to establish a central post on the lower waters of the Columbia.

He was so much in earnest in this project that he urged the government to stand back of his company and give to it such protection as the Hudson's Bay Company received from the English Government. If you look up our history of those days

of Madison's first term as President you will find that we were having a great deal of trouble with both England and France. As a result the government did not back this company. Yet the United States did promise to provide a boat down through



FORT ASTORIA.

the danger zone, along the shores to South America on the route to the Horn.

This new company took as partners, or managers, some of the best men from a fur company of eastern Canada, called the Northwest Company. This made the Northwest Company angry, and so they were determined that this new upstart fur company should not get a foothold on the Pacific coast. They planned to have a party ahead of these Astor men to take the best places just before the Pacific Fur Company reached their destination.

Astor sent his men and goods by two routes—one by sea and the other by land. The one by sea set sail September 8, 1810, and in a quick trip of seven months arrived at the mouth of the Columbia. Soon these men began to build the fur-trading post of Astoria.

During all this time the Northwest Company had their eyes on the party led by Mr. Hunt, who was going by land. When Mr. Hunt arrived at St. Louis he met Manuel Lisa, and a great jealousy sprang up between the men. Lisa thought that Mr. Hunt was going through his territory on the upper Missouri, and that then he would discover the rich fields of fur and perhaps start a post. All the way up the Missouri River the two parties quarrelled and nearly engaged in open warfare.

When they reached the northern part of South Dakota, on the Grand River, they were ready to fly at each other's throats. Fortunately, two peacemakers appeared upon the scene just at this place. Two scientists, Bradbury and Brackenridge, came down the river and at once sensed the situation, and after a long talk with both Lisa and Hunt they persuaded them to shake hands. Hunt decided to go no farther up the Missouri River. He bought horses of the Arikara Indians, and from this point struck across the country, due west, for the Rockies.

The journey across the plains to the headwaters of the Columbia was a trying one, because the party had to go through a country which was all new. By January, 1812, they reached Astoria. The Northwest Company, who had kept a close watch over the land party, had gone on ahead to the lower Columbia, and there, to their chagrin, found that the party by sea had established themselves where they had dreamed of a great fur-trading post.

Mr. Hunt found that the Indians on the coast wanted sharp chisels so they could dig out their canoes more quickly. The Astor party had a very profitable trade, obtaining many furs for all sorts of sharp-pointed instruments. The Indians came on board the boat, a few at a time, and piled up their furs until each side came to an agreement on the price. It is given as an actual occurrence that in one trade a tribe wanted a very fine ship chisel, and so they gave to the traders \$9,000 worth of furs for their excellent tool.

Hunt was away from Astoria on a trading trip when the War of 1812 began. One of the minor factors of this post, realizing that the post would be captured by the British, sold out to the British, without consulting the officers at Astoria. The post

was then named Fort George. A British gunboat came to Astoria to capture it, but found it already in the hands of English citizens. They were much disappointed, for they wanted the excitement of taking it by force.

When the Treaty of Ghent was signed on Christmas Eve, 1814, bringing to a close the War of 1812, our American commissioners put into the treaty a little clause which gave back all captured territory which had exchanged hands during the war. But the English did not think of Astoria when the treaty was drawn up, and they were greatly surprised when the Americans demanded that Astoria be handed back to them.

In 1818 the British hauled down their flag from Fort George, and the Americans flew the Stars and Stripes once more over that post. This gave us a claim to this Northwest country, which we held in joint occupation with the British for many years. Astor did not make much money out here, but, without knowing it, he did help us to hold this Oregon territory for the United States.

SUGGESTED QUESTIONS AND PROJECTS

1. Tell about Lisa's trip into the upper Missouri country. Where did he get the information about that country?
2. Why did Astor want to come West?
3. How did the Treaty of Ghent affect us here?
4. What would you find at a fur-trading post?
5. What book is written describing this post of Astor?

CHAPTER VIII

THE GREAT COMPANY ESTABLISHES A GOVERNMENT

There is nothing more interesting than to read of men in the deep, dark forests and along the rushing streams and in the mountains, hunting and trapping animals for furs. Their adventures with the Indians, with the wild beasts, and with the storms of winter, all make a fascinating story. Yet the old Hudson's Bay Company men never thought of their daily life as an adventure. They were so used to the great outdoors that it was a part of their talk, as you talk about school to the other pupils. In this chapter I am going to tell you about the great company to which all these men belonged and for which they toiled year after year.

Two hundred and fifty-seven years ago, in the reign of Charles II of England, there was chartered in London, by Prince Rupert, the Hudson's Bay Company. It had for its sole purpose the trapping and trading in furs. This charter gave to the company all of the land along the bays, lakes, streams, and rivers flowing into Hudson Bay. You know that the Hudson's Bay Company, in later years, was in the Oregon country, and I suppose you are thinking that our waters do not flow into Hudson Bay. Those old members of the company thought about that, too, but they wished to possess all the land they could, so they put into their charter the right to all the lands in the country not owned by a "Christian prince." This land in the Oregon territory was not owned by any one country, so the Hudson's Bay Company had a right to come over and claim it for their ruler.

This wonderful charter granted a great many other things, for Charles II expected this company to take all the land in the name of the king, and in return this company could call on the army and navy of Great Britain if they needed help. So you see the company had a powerful weapon in their hands to carry on the work in the lands where they were engaged in fur-trading.

In whatever land the Hudson's Bay Company chose to gather

furs their law was supreme. The company exercised legislative, executive, and judicial power. It had the right of life and death over all the people in its territory. An independent trader was not allowed in the territory of the company. If he would not depart in peace, there was one way of dealing with him, and that

was the "Long Trail," which was a death sentence to that trader. The weapons and food of the independent trader were taken away and he was sent out into the forest, where he usually starved to death. When a person died in their domains, this company probated the estate and divided the property of the deceased.

Its factors, or managers, were men of action and great resolve. They had reached the highest office in the company through deeds of almost superhuman bravery, determination, and executive ability, and the office was their reward of merit.

Courtesy of J. N. O. Thomson.

HUDSON BAY FORT.

Every man under their control was expected to do his best, without saying much about it, and if a task was assigned he knew he must complete it or never return to the home post.

The factors were men of polished manners and of great dignity, and they were royal entertainers. They had come up through the ranks because they were deserving of a place of great trust. Many a traveller has been so hospitably entertained at a Hudson's Bay Company post that, when he left, he blessed the day the company was formed. We know, too, that many who



would not comply with the laws set forth by this company in its fur trade suffered untold misery and even death.

The Hudson's Bay Company gained a foothold in this Oregon country when it merged with another great fur company, the Northwest Company. From that time on the Hudson's Bay Company built up trade in many posts in our territory here. The post which was the centre of all commerce in furs was Fort Vancouver, under the able management of Doctor John McLoughlin. This post was started in 1825. If you are ever in the city of Vancouver you can see where the post stood. It was on the flats just below the present site of our own fort. An old apple-tree is standing there, and this marks the edge of the site of the old post.

Within ten years after this post was established, a settlement of 800 people developed and thrived. It is interesting to note the nationalities represented in this post. There were Scotch, a few English, French voyageurs, Iroquois Indians, Kanakers, and local Indians. At this post they built a sawmill, a grist-mill, a dairy industry, and a farm where they raised wheat and other products.

This post sent lumber to the Sandwich Islands, dairy products to the Spanish settlements to the south and to Russian America.

This great company needed an inland post to carry on fur-trading, so they took the post at Spokan House, which was a former post of the Northwest Fur Company, and established Fort Colville, just above Kettle Falls. Fort Colville was the most important inland post, and an enormous trade was carried on between Fort Vancouver and this post.

It was situated in a beautiful little valley near the falls, where the Indians gathered for the spearing of salmon as they came up the river. Here on the flats the company raised an excellent garden and developed a farm which was known far and wide.

To the west of Fort Colville was Fort Okanogan, started by the Astor party. It was taken over later and became an important post for that part of the country. Fort Walla Walla was situated at Walula and caught the trade on the Snake River. It was a way station on the trail into the upper Columbia country.

The two places which were started especially for attracting people to come and start farms were Cowlitz Farm and Fort Nisqually. These two places were never successful because the Hudson's Bay Company did not know how to colonize. Cowlitz Farm contained four thousand acres and stretched north of Fort Vancouver up to Winlock. Nisqually Farm had its headquarters back of the present city of Dupont, and contained all of Camp Lewis and the country around, for there were in the farm one hundred and sixty-seven thousand acres of this vast tract of country.

The one thing which gradually upset the calculations of the Hudson's Bay Company was the coming of the Americans. It seems that neither power nor arbitrary might could stop the bands of American settlers coming into this new Western land. Fur-trading could not live with settlements and farms, and gradually, as the fur-bearing animals disappeared, it became less profitable for the company to stay.

When the treaty of 1846 was made, giving us the country below the forty-ninth parallel, the first thing we wished to do was to get rid of the Hudson's Bay Company. It was some time before we could put them out, but twenty-three years later the United States paid \$650,000 for the lands, buildings, and all the property of this company south of the forty-ninth parallel.

The life of the company in this state was full of romance and adventure, and if you study the old life in a Hudson's Bay Company post you will find a fascinating picture of the olden days.

SUGGESTED QUESTIONS AND PROJECTS

1. What power did the Hudson's Bay Company have in the country where they traded in furs?
2. What people lived at the company post?
3. Point out on the map where the company had posts.
4. Why did the coming of the American settlers disturb the Hudson's Bay Company?
5. Would you like to live at a great fur-trading post?

CHAPTER IX

TWO PATHFINDERS OVER THE OREGON TRAIL

The Indians were the trail-makers across our prairies and mountains. And yet, with all these excellent trails in the country west of the Mississippi, even if the roads led in the direction you wished to go, it was a difficult task to strike out across an unknown land, often occupied by unfriendly Indians.

After Lewis and Clark went over the northern route to the Pacific many men wrote of the country where the Columbia flowed to the sea, and many a young man dreamed of a fortune in furs in the Western land.

Nathaniel Wyeth was a young Bostonian who had read about the Oregon country. He thought over the stories he had so often read that it was not long before he gathered a small company of friends together and talked with them and read to them about the wonders of the West. Wyeth told them they must be inured to the great task of the journey across the prairies to the Columbia, so he took a chosen few friends on short trips down to some small island or to river camps near Boston, training them for the task before them. They thought it was great fun to sleep out under the open sky and listen to all the night sounds, but even then some of them did not like the idea of the dangers of the night and they dropped out of the band.

After a while he formed a company and put the money into a common fund for fur-trading in the Oregon country. All of their trading goods were put aboard a ship to sail around the Horn for the mouth of the Columbia. Wyeth and twenty men started west in a wagon which they had made for the trip. The box of the wagon was made so it could serve as a bed or a boat.

In those early days the common starting-place was Independence, Missouri. When this party reached Independence they found some French traders who were going across the prairies to the West. The man who was head of this party was Sublette, a man who was known as a great guide and hunter. After Wyeth's

party had been there a while, waiting for the column to start West, some of the men lost heart and went back home. Others fell out later, so that when Wyeth reached Fort Vancouver in 1832 he had only half of his men with him.

You can imagine their disappointment at Fort Vancouver when they received word that the ship they had sent around the Horn had been wrecked and lost. Although Wyeth was well received by Doctor McLoughlin at Fort Vancouver, he saw that they could not trade in that land. Some of the men went to work for this company, and others set out for home. John Ball, a school-teacher, started a school at the fort.

All the time Wyeth was in this Columbia land he was taking note of conditions. He noticed that the salmon were running the rivers of the Fort Vancouver territory by the millions. Here he saw great wealth in the fishing industry. He returned home, discouraged in his fur venture but firm in his idea that thousands of dollars could be made in salmon-fishing. He formed a new company for fishing and trading, and his ship safely reached the Columbia River this time, but he was so opposed by the Hudson's Bay Company that he did not make the venture profitable.

Those people at that time had not learned the art of canning fish as we do, but depended on salting down the fish and preserving them. By strenuous work Wyeth got together a boat-load of fish and sailed for Boston. When he arrived in Boston harbor he found that he had not used enough salt and his fish were spoiled. He threw them into the harbor and landed, disheartened, but firm in the idea that some day the fishing industry of the West would net some company enormous returns. Wyeth went into an ice company soon after this and became a wealthy man.

Before I close this chapter I want to tell you of another man, Captain Bonneville, who came out into this country as a pioneer trail-blazer at the time Wyeth was out here. While Captain Bonneville was in the army he had heard of the great wealth some of the army men had amassed through fur-trading on the upper Missouri, so he thought "Here is my chance." He knew that in one string of canoes coming down the Missouri there was \$25,000 for one army officer, and he also knew perfectly well

that he could not make as much as that in the army, so he asked the War Department for a furlough.

He promised them that he would go West and bring back maps and charts of the country, and also journals describing the land and the people and the wealth of the country in animal life. But he also wished to hunt and trap with a great company of men. He received his furlough.

Many men wanted to go with him, so he had to select the best. Out of the many who offered themselves he selected 110 men. This company went out to the starting-point of all routes leading to the West over the Oregon trail, and there he organized his men along military lines and started toward the Columbia. The Indians of the West were well trained by the Hudson's Bay Company and would not sell fur to him. They hindered his work on all sides. When he was out of food he went to Fort Walla Walla, but they would not sell him any food because he was an independent trader.

It was not long before his furlough was up, and he was so far away from headquarters that he did not report. All this time he was exploring into Utah, California, and the country throughout the West, but his fur venture was a failure. He went back home and asked to be readmitted into the army, but it took him a long time to prove that he was alive and well, for they had marked him "dead." He went back into the army a much wiser man, but a man with a vision for the West such as few men had at this time.

Wyeth and Bonneville were trail-blazers. They bridged over a period in our history between the years when fur-trading was a paying investment and the years when the pioneers came into the West to make homes. They had failed, but in a larger sense they were forerunners of a mighty band of men who were coming into this Western land to reap a harvest from the soil as farmers, and from the rivers in the great fishing industry.

SUGGESTED QUESTIONS AND PROJECTS

1. How could the early trail-blazers find their way out here?
2. Compare the rate of travel across the prairie then and now.
3. Trace their journey west along the Oregon trail.

4. Why was Wyeth unsuccessful in his Western ventures?
5. Why did the Hudson's Bay Company refuse to sell goods to Bonneville?
6. Of what importance is a trail-blazer?
7. What qualities must a trail-blazer have?

CHAPTER X

THE MISSIONARIES WHO DID THEIR PART

It is a strange story that I am going to tell to you. Along in the late twenties of a hundred years ago some Indians heard of a white man's God and they wished to find out more about the great Book which would tell them of Him. These Indians lived in our own country just this side of the Rockies. They knew about Governor Clark at St. Louis, and they thought that he could tell them all about the white man's God. They chose four of the tribe to go to find out all they could. It was a long journey, but they were in earnest, so they started over the mountains, and, travelling through the country of scores of Indian tribes for two thousand miles, they at last reached St. Louis.

They seemed to be disappointed after their talk with Governor Clark. One of their number died, and slowly the remaining three started for home. On the way they met a great admirer of the Indians—Catlin, who was on the prairies of the Mandan Indians. He talked with these Indians and he felt that they were sorely disappointed. It all made a great impression on him. He interested a man who wrote an article for *The Methodist Advocate*, telling of these Indians who had made a journey of four thousand miles to learn the gospel of the white men. On the way back two others died, and only one Indian survived to take the story to his tribe.

The article written by Walker aroused the missionary spirit of the people of New England, and the far cry was: "Who will go and take the gospel to these Indians seeking for the Light?" Jason Lee and his nephew, Daniel Lee, responded at once, and they were selected by the Methodist Church to go into the far-away land of the Indians.

At that time Wyeth had just returned from his first trip West, and Jason Lee had a long talk with him about the Oregon country. Lee became very enthusiastic over the new field. He soon

gathered together a large amount of supplies and sent them by boat around the Horn.

Three lay members of the church went along with the two licensed ministers, all meeting at Independence, Missouri, to go west with the second Wyeth party. After four months of travel

in the dust and heat of the lone prairies they arrived at Fort Vancouver, where they were welcomed by Doctor McLoughlin. The Hudson's Bay Company let them take boats and French voyageurs to help the party to go up the Willamette River and establish a mission.

A missionary does a great many things besides preaching to the people at the mission house. One of the important lessons he teaches is that "cleanliness is next to godliness," visiting the houses of the Indians, and with sympathy and good-will teaching the sermon of clean living within the home. Then he also teaches the people the dignity of work. One of the great lessons the missionaries had to

teach to the Indians is that a man may work and still keep his self-respect. It was also necessary to start a school for the education of the children.

It was not long before the Jason Lee mission had a garden, which in a few years led to a farm with an excellent crop of wheat, beans, barley, and fruit. Lee bought some cattle and helped others obtain cattle from the Spanish to the south. His carpenter taught the people the art of building comfortable houses and keeping them in repair.

Jason Lee and his party were sent out to the Oregon country to minister to the needs of the Indians. When Lee was well started in his work he found many part-blood people who were the offspring of the Hudson's Bay Company officers and workers.



FRENCH VOYAGEUR.

It was easier and much more satisfactory to work among these part-bloods, for the Indians showed little appreciation of the energy he spent on them. So he devoted himself more and more to the whites and part-bloods around him.

Many settlers were coming to the Willamette Valley, and Jason Lee felt that he must expand his mission in buildings, equipment, and workers, so in 1838 he went back East, with two Indians and one of his helpers, and during all that winter he spoke to the churches in the Middle States and in the East. He collected nearly \$40,000, with part of which he purchased farm machinery and supplies. Fifty-three people joined him upon his return to the mission.

The new party to the mission contained farmers, carpenters, blacksmiths, doctors, teachers, and laymen, and from that time the mission prospered as it had not before the trip East.

Jason Lee believed in the future of the Oregon country. When he went back East he took with him a petition to Congress, which was presented by Caleb Cushing in 1839. This petition was signed by thirty-six men. They wished to know who was to colonize the Oregon country and under what flag they were to live. Thousands of copies were sent all over the United States, advertising the Willamette country. These petitioners felt that the Oregon country was going to be a great state some day, and they wished Congress to save the West for the United States.

Jason Lee did a wonderful work in his mission, and with his vision for the West he influenced many to come out as pioneer settlers to the Willamette. He died in 1845 while in the East and was buried there, but in 1906 his body was brought out and buried at the scene of his great work.

During these years another man heard of the West, and he wished to have a hand in the development of the Oregon country. Doctor Marcus Whitman had been educated as a doctor and had practised medicine in Canada. He made a trip East to look over the field for the Board of Missions, and when he arrived home in New York state he had two Nez Perce Indians with him, who attracted a great deal of attention. He was chosen, with a number of others, to go to the West. Reverend H. H. Spalding and Mrs. Spalding were of this number.

The Board did not want single men on their mission fields in the Western land, so Doctor Whitman persuaded his long-wooed sweetheart to become his bride and make the journey across the plains. You can imagine these two Eastern ladies with their husbands going across the plains in company with a band of fur-hunters. It was the first time white women had crossed the Rockies to the Columbia basin. The long, weary journey, with all the inconveniences of slow travel and the constant strain of dust and heat, was almost enough to set the stoutest heart against the trip.

But they arrived at Fort Walla Walla on the 1st of September, 1836. They went at once down-stream to Fort Vancouver, where a strong friendship sprang up between Doctor McLoughlin and Doctor Whitman. The women were left at this fort, and the men went back to prepare a home for the work in the West. Reverend Spalding went on to Lapwai, near Lewiston, Idaho, and Doctor Whitman stayed with the Cayuse and Walla Walla Indians at Waiilatpu, which is near the present city of Walla Walla.

The trail followed by many of the immigrant trains ran past Doctor Whitman's mission. With his knowledge of medicine and his big heart, he was always ready to be of service to the many people as they passed his door to the Oregon rivers. Mrs. Whitman was a wonderful help in mothering the families as they stopped at the mission. During these years when smallpox and cholera were so bad, many children were left orphans on the plains, and the Whitmans adopted the children who were left without care. At one time they adopted seven children who would have had to be bound out if some big-hearted person had not cared for them.

Doctor Whitman taught the Indians farming and cattle-raising. In many ways he showed them a cleaner and better way of living.

Doctor Whitman became very much interested in the American occupation of Oregon. He saw the encroachment of the Hudson's Bay Company, and felt that it would be only a question of time until they would be demanding the country even south of the Columbia. His ride back East in 1842 showed his

great concern for the future of the Americans in the Oregon country. He visited many of the prominent men in Washington and also persuaded his own Board to keep the mission in the West. When he returned home in 1843 he helped that great



ST. PETERS, OLD TACOMA.

Old church with a tree-trunk as belfry.

migration of a thousand pioneers across the plains into this new territory.

The Indians could see the coming of the white man, and they felt that it was only a question of time until they would be crowded out of their homes. Then, too, they had contracted some of the white men's diseases. There were also some difficulties between the Hudson's Bay Company people and the Americans. A bitter feeling sprang up between the Indians and the mission. This in the end resulted in the Whitman massacre, November 29, 1847. The very Indians who had been helped killed fourteen of the mission, including Doctor and Mrs. Whit-

man, other members of the mission, and settlers who were camping near the mission house.

Jason Lee and Doctor Marcus Whitman, with their families, did their work well and faithfully. The East came to know the Oregon country better because these men earnestly strove to introduce our country to the Eastern States.

There was a third group of missionaries here. These belonged to the Roman Catholic Church. The Hudson's Bay Company brought out two priests, Reverend Father Francis Norbet Blanchet, who afterward became archbishop, and Father Modeste Demers. They came from Canada, and arrived at Vancouver on November 24, 1838, where, the next day being Sunday, the first church service in the lower Columbia country was held. Before the end of the year, on December 16, 1838, Reverend Father F. N. Blanchet founded the Cowlitz mission. This was the first Catholic church in Washington and the oldest Catholic mission in the Northwest. From this mission their work spread around Puget Sound and down into the country south of the Columbia. Recently a marker was erected at the old Cowlitz mission commemorating the zealous work of the early priests.

SUGGESTED QUESTIONS AND PROJECTS

1. Why did Jason Lee go West?
2. Would it be a difficult task to be a missionary to a people who could not speak your language?
3. What did the missionaries do besides preach the gospel?
4. Why did the Indians look with suspicion upon Marcus Whitman as a doctor?
5. Write a letter telling of a trip across the Oregon trail and a stop at the Whitman mission or the Willamette mission or the Cowlitz mission.
6. The new junior high school in Tacoma is named after Jason Lee. Do you know of other buildings named after important historical characters?

CHAPTER XI

AN AMERICAN GOVERNMENT ESTABLISHED

Some of you may be wondering just how soon a government was established in the Oregon country. So far the people out here had been governed by the country from whence they came. They did not have any local government. The Hudson's Bay Company ruled for the British crown, but we did not have any force like the Hudson's Bay Company for the Americans. The Americans like to govern themselves in all local affairs. They want to make laws, elect their own officers, and carry out the provisions of the laws.

There was a man in the Oregon country who became more important when he died than he had been when living. Ewing Young and his friend Hall J. Kelley brought in hundreds of cattle from the Spanish country to the south. Hall J. Kelley had, all his life, helped to advertise the Oregon country, and he was disappointed because he could not influence the American Government to work harder to preserve the Western land for the Americans. He was also angry at the Hudson's Bay Company because of their great power, for he thought he foresaw that this company would take all the lands for Great Britain. So he went back East.

Ewing Young stayed and became wealthy in cattle. On February 15, 1841, he died. On the 17th of February the Americans gathered around his grave and announced that the next morning they would probate the estate of this wealthy American citizen. The Hudson's Bay Company, by their laws, had always taken care of the estates of the people who died in their territory. The Americans feared that they would lose this estate if they did not act quickly.

The next morning the Americans gathered together and elected a probate judge and a clerk, and asked these officers to care for the estate of Ewing Young. As far as the probate judge could determine, there were no known heirs for this estate, and these two officers soon finished the work of probating the property.

Everything had passed along without any trouble from the great company, and this made them bold.

They set a time when they should draw up a constitution and make by-laws for the settlement. But this did not come to pass. The French below the Columbia were not interested in the American idea for a local government, so they held back, blocking an early attempt for this organization.

Something else happened to put a stop to this attempt to form a local government. A naval officer of the United States was sent to the Oregon country as a secret agent to look over the whole country to determine what the United States Government ought to do in case of a crisis with Great Britain. Lieutenant Wilkes travelled all over the Sound and down into the American settlement. The Americans asked the lieutenant, who was the official American representative on the coast, for the right to start a government of their own. Here he saw only a few Americans who were living together in peace and security, and he did not want to start an organization where it might come in contact with the English, so he talked against the whole plan.

This was a bitter disappointment to the Americans. The better element in the settlement hid their feelings and bided their time, for they knew that the time would come when they could use their rights as good American citizens. Then these men pondered over some way to keep the people together. They organized the Multnomah Library, a circulating library for the Americans. They sold shares in the library and bought books for the settlement.

But this did not bring to the people enough of the real important matter of government, so they organized a debating society where they discussed many questions uppermost in their minds. One of the important questions read something like this: "Resolved, That the American settlers on the coast should organize an independent government." Each time they debated such questions as this the decision was given for the affirmative. The settlers were coming together and they were getting to know each other better, and, more than everything else, they were slowly organizing into a unit of government.

About two years after Ewing Young died, another organization was started, called the "Wolf Meetings." This society was formed to deal with the predatory animals which were killing the stock. Money was collected for giving bounties for wild-cats, cougars, wolves, and other destructive beasts. At one of the meetings it was brought out that they were protecting the lives of their animals, but they did not have any organization for the protection of their women and children.

Many more people had come to the colony since the day of Lieutenant Wilkes, and these new settlers helped those who had fostered the idea of a local government. They formed a loose organization for the Americans which soon led to the provisional government, with George Abernethy as governor. The Americans felt that they were now safe under laws and officers which they had brought into working order.

This provisional government made the laws for the settlement and even went so far as to coin money and carry on all the forms of a well-established government. A real government by the United States did not start in this Oregon territory until 1848, when the territory of Oregon was established. Abraham Lincoln was offered the governorship of this new territory but he declined, and it was given to a general of the Mexican War, Joseph Lane.

We are going to leave that first settlement now so that you may see how more settlements were started north of the Columbia, until there were enough people to organize our territory of Washington. But we must first see the steps by which we got rid of all those countries which claimed a part of the Oregon country and how we were able at last to take over all the land south of the forty-ninth parallel.

SUGGESTED QUESTIONS AND PROJECTS

1. Why did not the Americans go ahead and form a government at once?
2. Tell of other questions which may have been debated by these Americans.
3. What is a provisional government?
4. Do you think Abraham Lincoln should have come out here to become the first territorial governor of Oregon?
5. If you were in this colony, how would you start a new government?

CHAPTER XII

THE OREGON QUESTION SETTLED

In the first part of this book we talked about the claims of the different nations. In this chapter we are going back to show how the nations, one by one, gave up the occupation of the Oregon country. We shall learn how at last, in 1846, even England, who had held this land in joint occupation, gave up all claims below the forty-ninth parallel.

We have seen how Astoria was restored to America by the Treaty of Ghent and how our claims were recognized by England. In 1818 we made another treaty with England, which we call the first Joint Occupation Treaty. By this treaty the boundary-line along the forty-ninth parallel was extended from the Lake of Woods west to the crest of the Rocky Mountains. All the country beyond was to be held in joint occupation for ten years. The people were to live under the laws of the country from which they came.

This Joint Occupation Treaty put off the day when they must decide who owned the country. When this treaty was made with England, there were only a very few Englishmen in this Oregon country, for it was seven years before Fort Vancouver was started on the Columbia. At that time, too, there were only a few Americans here and there, trapping and exploring.

You remember that Spain turned over to France the extensive Louisiana territory, extending indefinitely to the Northwest, and France sold it to the United States. When we made a treaty with Spain in 1819 and bought Florida, we also received from Spain a quit-claim deed for all the Louisiana purchase land which they thought extended northwest to the Pacific. This quit-claim deed was simply the act of Spain declaring that she did not have any further interest in the land she once owned. Thus Spain was eliminated from our Oregon country.

Now let us deal with Russian America. If you look back to the claims of Russia, you will notice that they extended to the

Russian River down near the present site of San Francisco. The Americans were afraid that the great nations of Europe were going to plant colonies on our shores, and so President Monroe issued what we call the "Monroe Doctrine." This opposed the establishment by a European country of any new colonies on our shores. In 1824 and 1825 Russia made a secret treaty with America and England, agreeing that she would withdraw her interests to the land above 54° 40' if these countries would stay below that line. You will see on the map that this line is the southern boundary of Alaska. Now we have disposed of Russia in the Oregon land.

Two years after the Hudson's Bay Company founded the post at Fort Vancouver, England made a second Joint Occupation Treaty with the United States, which extended the time of joint occupation indefinitely. The two countries were still unable to agree as to who really owned the Oregon country. In the early thirties the first Americans came here, and soon there were, as we know, a number in the Willamette Valley. You have already read that they were clamoring for a government of their own.

The East could not realize the conditions in the West, so two secret agents were sent out to look over the land and see whether it was worth keeping. In the middle thirties William Slacum was sent to look over the settlements and make a report. He called on Jason Lee and the Hudson's Bay Company posts and then made a careful survey of Puget Sound. When he reached home he made a very full report to the government, and the part we are especially interested in is his report on Puget Sound. He spoke of the fine harbors and advised the government not to give up Puget Sound. We have seen that Lieutenant Wilkes was a secret agent, too. In his report he also advised the United States not to give up Puget Sound.

All this time thousands of Americans were coming into the Oregon country, and many Englishmen were here in the trading-posts. England also sent two secret agents, but, as they did not like the weather here, they did not give a very good report of the land. Their report did not reach their government until after the very important treaty of 1846 which gave to America the country below the forty-ninth parallel. In making this

treaty the boundary was extended along the forty-ninth parallel from the crest of the mountains west to "the middle of the channel which separates Vancouver Island from the continent." This is where we had trouble later. The framers of the treaty did not know that there were two channels, so England and America had later to determine just which channel was meant. This will be discussed in connection with the trouble which came between the settlers on the San Juan group of islands.

There were other provisions in this treaty of 1846. One which was of some importance was the right of the Americans to buy the property of the Hudson's Bay Company, which we already know was purchased in the late sixties. The United States was at last in undisputed possession of the Oregon country below the forty-ninth parallel, and the Americans were free to work out a government for their newly acquired land.

When the people of the Oregon country heard that this treaty of 1846 had been signed, they rejoiced, for they felt that at last the East was helping them to work out their problems on the Western coast. Some of the leaders of the earlier days had passed away, but there were many new settlers as well as many of the men from the first settlements who wished to organize a government at once.

But Congress had too much business on hand to think of a small group of men three thousand miles away and put off this work for three years. Then Oregon became a territory by the act Congress approved in August, 1848. But we know that the Americans had their provisional government all the time, and this, in a way, satisfied them until a legal government could be established.

SUGGESTED QUESTIONS AND PROJECTS

1. What is a treaty?
2. What nations had claimed the Oregon country?
3. What is a joint occupation?
4. Look up the meaning of "quit-claim deed."
5. Why were secret agents sent here by America and England?
6. Why is this Puget Sound country so important to us?

CHAPTER XIII

THE AMERICANS NORTH OF THE COLUMBIA

We have talked about the Americans south of the Columbia, in the fertile Willamette Valley. We have also spoken of the Hudson's Bay Company posts north of the Columbia, where the great company was making money bartering for furs. In this chapter we are going to show how the Americans gradually crossed to the north of the river and made their way to the Puget Sound country.

The Hudson's Bay Company did not wish the Americans to go north of the Columbia River, for they hoped to preserve this land for England. This company did not know the spirit of the American pioneer. It is hard to keep him in one place, for if he sees a delightful country which will make an excellent home he will go through fire and flood to possess such a land. The real idea in his mind all the time is to go to that place where he thinks he can make a better home for his wife and children.

In the forties, thousands of Americans were coming across from the East on the Oregon trail, all looking to that Western country where they could have a happy home with greater opportunities for their children. It was a long, hard journey, and hundreds died along the trail. Day and night they were watched and often attacked by unfriendly Indians. But they became used to all of these things and took them as part of the life on the plains.

One of the best examples of the trip across the prairies is the experience of Ezra Meeker, who came out to the coast in 1852. When he started from the little cabin on the Des Moines River in Iowa there were, as he says in one of his books, "the little wife and the young husband" and a baby six months old.

For the trip he purchased four cows and four steers which were not yet broken to the yoke. His experiences on the journey were varied, many days being passed in slow, monotonous trav-

elling, and others full of tense and tragic situations. He joined with a number of other people for protection and companionship. When they crossed the rivers they had to have guards on each side to ward off the pilfering Indians. On the long trail the cattle and oxen died, goods were abandoned, and even foodstuffs



EZRA MEEKER AND HIS OX-TEAM.

were left along the road in order to lighten the load of the tired beasts. Sickness broke out, and in some camps an epidemic of cholera spread, bringing terror to the hearts of the people. Many graves were left along the trail. But through all these trials they pushed forward, upheld by the vision of the homes which they expected to establish in the new land.

There were some of the people who lived down in the Willamette Valley who did not feel happy with all of the pioneers coming to their community. They heard about other places in the unsettled lands, with rich valleys and wonderful hunting or good water-power for mills, so they began to look for a new wilderness to conquer.

Michael Simmons was one of these hardy pioneers who wanted

another place to live. He was thinking of going to the Rogue River Valley in southwestern Oregon, when one day, in talking with Major McLoughlin, he learned of the delightful country up around Puget Sound. Although he was given to understand that that country was really being held for the Hudson's Bay Company, it appealed to him at once, and he said: "If that is such a wonderful country, that is just where I want to go." So he left his family at Vancouver and went up along the Cowlitz River to the Des Chutes River. Here he found a promising location where there were some falls, so he went back for his family and a number of his friends.

In October, 1845, he came north and founded Tumwater at the falls of the Des Chutes River. Here they set up a sawmill and a grist-mill. One of the party was a negro who had a false bottom to his wagon. In this place he had carried gold which he used to buy up land around Tumwater.

A little later Simmons went a couple of miles toward the Sound and founded Smithfield and opened a store. The name of the place was soon changed to Olympia. All the goods for his store were brought from San Francisco by boat. Other settlements were started around the country where Centralia is now located.

The Puget Sound country was being advertised, and parties were coming into that region. In 1851 the Denny party came up to Elliott Bay to a point extending into the bay where the boat left their goods. There was a drizzling rain falling, and when the boat pulled away from the shore it is no wonder that the young mother, Mrs. Denny, wept tears of lonesomeness as she tried to quiet the young baby in her lap.

They put up a sign, naming the place New York. Some joker came along and put "Alki" after the name, which meant "by and by" in the Chinook language. Soon they erased the name New York, and the point has since been known by the name of Alki. It was not long before the Elliott Bay settlement gathered around the Yesler mill, which had been set up in a small place called Seattle, now the largest city in the Northwest.

Farther south another mill was started by a man named Delin. This small settlement was called by a number of names until McCarver, who did much in helping to build the town, named it

Tacoma. From that time on it grew rapidly into a large settlement and finally into a large city.

Other settlements at Willapa Harbor and Grays Harbor were started in the early fifties. Bellingham Bay was settled because of the prospects for mining coal. The land east of the mountains was being slowly peopled. All of these settlements were far away from the capital of Oregon territory, and they were demanding recognition as a separate territory. The people in what is now Oregon state realized that the Columbia River was a dividing line, so they were favorable toward the establishment of a separate territory on the north of the Columbia River.

SUGGESTED QUESTIONS AND PROJECTS

1. Why could not the Hudson's Bay Company keep the Americans south of the Columbia River?
2. Where is Tumwater? Olympia?
3. How do a company of pioneers start a settlement?
4. Point out on the map the places where the settlements were made before 1853.
5. Why did the pioneer settle near water?
6. Why are we glad to have Puget Sound a part of our state?
7. Why did those people consider the capital at Salem, Oregon, so far from Puget Sound?
8. Look up the life of Ezra Meeker and tell the story of his trip across the plains.
9. Why was it so difficult for the people of the East to understand the conditions in the Oregon country?

CHAPTER XIV

OUR FIRST TERRITORIAL GOVERNOR

We have seen in the last three chapters how the Americans organized a provisional government down in the Willamette Valley; how at about the same time, by the treaty of 1846, we obtained the control of all the country below the forty-ninth parallel; how the Americans came into our own land north of the Columbia, and soon began to see that they must have an organization of their own. With poor roads for travelling and the broad river to cross, they were far from the seat of government of the territory at Salem, Oregon.

By the fifties the people on both sides of the Columbia seemed to realize this fact, and worked hard for a government north of the Columbia. When the act for the establishment of a new territory was presented to Congress, the people north of the Columbia wished to call the new state "Columbia." But Congress did not like the name Columbia for a state because we already had a District of Columbia, and the similarity might cause some mistakes. So they proposed the name "Washington" for the new state. We are all glad they selected this name, for we can always feel that we stand for the man who was "first in war, first in peace, and first in the hearts of his countrymen."

In 1853 President Pierce appointed Isaac I. Stevens as the first territorial governor of the newly created territory of the United States. He was also to be ex-officio superintendent of Indian affairs in the West. Since Governor Stevens was such a force in our early life, I think you ought to know more about him.

Governor Stevens came from a long line of patriots. His grandfather was at the battle of Bunker Hill and took part in other engagements of the Revolutionary War, while his great-grandfather had a prominent place in the French and Indian wars. In boyhood little Isaac often sat quietly and heard the story of the battle of Bunker Hill.

Isaac I. Stevens was born in Massachusetts. He began school when he was five years old. It seemed that he could work arithmetic problems from the first of his schooling, and it was soon noticed that he outran the school in his ability to work any problems set before him.



Courtesy of Mrs. Kate Stevens Bates.

BRIGADIER-GENERAL I. INGALLS STEVENS.

When he was ten years old, in 1828, his mind was far ahead of his body in development. His mother had died just before this, and his father did not seem to understand what was the matter. When Isaac asked his father to let him stay out of school, his father said: "Go and get all the schooling you can." But Isaac had a good old grandmother who seemed to know what was the matter with the boy. She let Isaac stay with her, and the father was glad to have his boy regain his health.

Near the grandmother's home was a woollen mill belonging to Isaac's uncle, and one day when he was going through the mill he asked his grandmother to let him work in the mill. He noticed that the women in the mill tended two looms, and little Isaac told his grandmother that he knew he could tend four looms before the end of the year. He worked a year in the mill, getting up in time to begin work at five in the morning, and working from ten to twelve hours a day.

When his year was up, he put his meagre earnings in his pocket and started for home. On his way he passed a bakery shop, and, smelling the spicy odor of gingerbread which came out through

the doors and windows, he said to himself: "If I could only spend one penny for a hunk of gingerbread! But, no, this money belongs to my father." When he reached home he said to his father: "Here is the money, father. May I have one penny?" His father asked him what he wanted it for, and Isaac told him. The father looked at the money and thought of all the work it took to get a little money out of the soil of Massachusetts, and he shook his head and said: "I can't let you have any, Isaac."

Isaac realized that he must make money some way, so he went across the road from their house and made a small garden in the end of a swampy place, planting flower-seeds there. He thought he could sell the flowers to the boys of Phillips Academy. Day after day he worked on the flower-bed, and the plants thrived. His father noticed that the boy had cleared up a good piece of ground, so one day he pulled up all the flowers and planted potatoes in their place. We are apt to feel angry with such a father, but this was nearly a hundred years ago, and folks thought differently about such things then.

At the age of fifteen Isaac went to the Phillips Academy and worked his way through the school, doing chores at a home near by. He milked the cow, tended the horse, split all the wood, swept the house, and took care of the garden. He did his studying in the early morning and late at night. At the academy he stood very high in mathematics, and in a year and four months he finished the work of the school.

He wondered what he could do to continue his schooling. His uncle helped him get an appointment to West Point, and he went at his studies with the same energy and persistency that he had shown in his other schools. He was graduated near the head of his class. In mathematics and engineering he was so efficient he was given a position as instructor before he finished his work there.

Two years after graduation he was married to a lovely young lady by the name of Margaret Hazard. Before the Mexican War broke out he worked at a number of forts along the coast as an engineer. Then he fought through the war and came through with a brilliant record, but he was disabled so that for a time he had to use crutches.

When President Pierce was elected, he appointed Stevens as the governor of the new territory of Washington. Many of Governor Stevens's friends tried to persuade him not to go to that far-away country, where he would be lost in the wilderness. But he told them that he had felt sure that some day that territory of Washington would be one of the important states in the Union, and he wished to help make a good foundation for the future state.

Governor Stevens was so full of energy that he did not want to make a vacation out of his trip to Washington Territory. You know he could have taken the steamer at New York and gone down to Panama and have ridden over on a narrow-gauge railroad to the Pacific side. There he could have taken a steamer again to the Puget Sound country. But Governor Stevens was not that kind of a man, for he wanted to be busy all the time. We shall find in the next chapter the route he took to the Far West.

SUGGESTED QUESTIONS AND PROJECTS

1. Tell the story of Bunker Hill as it must have been told to little Isaac Stevens.
2. Write a short story of Governor Stevens's boyhood.
3. Would you be willing to work as hard as Governor Stevens did for an education?
4. What is meant by "making a good foundation for the future state"?

CHAPTER XV

SURVEY OF THE NORTHERN ROUTE

Take out your map of the United States; put your finger on St. Paul, then go a little to the west and north to Fargo and Grand Forks, North Dakota; now slide your finger west through North Dakota and Montana, along the Great Northern Railroad route; continue through the Rockies and on to Spokane, and then west to Puget Sound, and you have traversed the northern route.

Lewis and Clark went over part of this route, and Lisa did his trapping along this route. It has been important since the days of the first explorers into the Northwest. Even at the time the Erie Canal was being finished, in the twenties, the great city of Philadelphia was talking about using the northern route in order to get some of the trade from the Orient.

The whalers on the north Pacific were telling the people back East that there should be ports on the west coast for the trade of the Orient. The large number of Americans in California, which had also become part of the United States, and the gradual coming of people to the Oregon country aroused the members of Congress to a realization that it was only a question of time until they must have railroads into the western part of the United States.

About the time that Governor Stevens was appointed, Congress appropriated \$150,000 for the survey of railroad routes to the Pacific. Jefferson Davis was the Secretary of War in the Cabinet of President Pierce, and these surveys were under his supervision. Of course he would want the southern route survey accepted as the route for a railroad across the United States.

Governor Stevens had been educated as an engineer, and when he knew that this bill had been passed he asked Secretary Davis for the position as superintendent of the northern survey. With the aid of friends he received the appointment. Professor

Meany, of our State University, says that Governor Stevens was a "human dynamo." He was eager for the big task ahead of him.

He organized the whole survey into three sections. The main party was to go from St. Paul to Fort Colville in this state; the second party was to make a survey of the Missouri River from St. Louis to Fort Union, an important trading-post across the river from the mouth of the Yellowstone; and the third was to be under Captain McClellan in Washington. He was to survey from Puget Sound to Fort Colville.

There were 276 men in the surveying-parties for the northern route from St. Paul to Fort Colville. Within a few weeks the expedition was organized. Governor Stevens was the leader. When he arrived at St. Paul he found the men all ready for the journey West, but the 200 mules, which were supposed to be broken, were all raw mules, unbroken even for tying. Some of the men advised sending to St. Louis for a mule-wrangler, but Governor Stevens told the men that it was up to them to break the mules. Before long they had a train of mules ready for the wagons.

They started in June, 1853, and by slow travel made an average of fifteen miles a day through Minnesota, up through the northern part of North Dakota, and on to Fort Union. All the way they surveyed a route at least sixty miles wide. Governor Stevens had to estimate the cost of the railroad, and he was determined to make his survey so complete that it would be accepted. His enthusiasm filled the camp. He met the Missouri River party at Fort Union, and went on by way of the northern part of Montana. When they reached the Rockies, nine passes were surveyed through the mountains.

One of the important criticisms of the northern route made by Secretary Davis was that they could not use the passes during the winter because of the snow in the mountains. Stevens left a party in the passes to determine the snowfall during the winter months.

When Stevens reached the crest of the Rockies he called the men around him and told them that they were now in the new territory of Washington, and, since he was the governor of the

new territory, he was at their service. From here he went to Fort Colville and met Captain McClellan.

Captain McClellan did not have the tireless energy of Governor Stevens, and he did not investigate the truth of the reports of the Indians. They had told him that some of the passes in the Cascades could not be used during the fall and winter, but Governor Stevens sent men to these passes and found that they could be used. We know that the Snoqualmie Pass is generally open for travel until late in the fall. This was one of the passes they had to resurvey after Stevens's party had reached our country.

After a short stay at Fort Colville, Governor Stevens went to Olympia, which had been designated the capital of the Washington Territory. When he arrived in that small village, built on the mud-flats along the Sound, he was hungry and tired after long travelling. He looked around for a place to eat, but the only restaurant he could find could not be bothered with serving a meal, as they were getting ready for a big banquet. So he went into the kitchen and asked for something to eat and was served a pick-up meal of scraps.

When he went out on the street he talked with a man who said that they were waiting for the new governor, but he seemed to be late in arriving. Stevens told the man he was their governor. The man looked at him carefully and then ran to a gong and rang it. This was evidently a signal, and men from all over town and down among the boats came to the banquet-hall. They placed Governor Stevens at the head of the table, which was groaning with good things to eat, but he could not eat a thing after his feast of scraps.

This was the last part of November, 1853, and now Governor Stevens was at home, ready for his duties as the chief executive of the new territory. During the months since he had received his appointment he had had the census of the territory taken. The territory of Washington consisted of the present states of Washington, Idaho, and western Montana. In all this country there were 3,965 white people.

We are going to leave the work of Governor Stevens to the next chapter, for I am sure you will want to know whether he

was as successful as governor as he was in the other positions he had filled.

SUGGESTED QUESTIONS AND PROJECTS

1. Go to the wall-map and point out the territory covered by each section in the survey of the northern route.
2. How many transcontinental railroads follow the northern route?
3. Why was Governor Stevens so careful in his northern survey?
4. Tell the story of Governor Stevens's arrival at Olympia.
5. How large was Washington Territory in 1853?
6. Tell of the places named for Governor Stevens or Major McClellan.

CHAPTER XVI

GOVERNOR STEVENS AT WORK

Our country around Puget Sound was feeling the effect of the great tide of people who flowed into the gold-fields of California. Although attention was drawn from the Northwest and many settlers enticed away from this country, Governor Stevens felt that the 80,000 who had gone into California immediately after gold was discovered would need many things from the new territory of Washington. He knew that many of those people would stray up to this country when they could not make a living in the gold-fields. He wanted to get ready for all the people from the East, too, who would soon be coming West for lands.

So he issued a proclamation for an election for choosing members for the first legislature, which was to meet the last part of February, 1854. You know that when you expect a great number of people to live in a district or state you must have laws for governing them, roads for travel and communication, some system of education for the children, and be prepared in many other ways to take care of them. This legislature was to help the people build up a strong foundation for their state home.

As soon as he had these matters attended to, he chartered a sail-boat and went up Puget Sound, visiting all the settlements, seeking to know the needs of the people around these ports. He went as far as Victoria, British Columbia, and called on Sir James Douglas of the Hudson's Bay Company to talk over the business of selling to the United States the property of the great company.

Many times on this trip the Sound was very rough. Then, too, there was rain day after day, with foggy weather and cold winds and chilly nights. But he knew that he must be familiar with the needs of the people who lived in the territory if he was to rule the territory wisely. He had now visited every part of the state except Okanogan Valley.

He returned to Olympia with enthusiasm for his work with the first legislature. In his first message he asked those lawmakers

to adopt a complete set of laws for the people, organize the counties east of the Cascades, make laws for grade and high schools, and also to grant lands for a future university. He wished them to make Indian treaties, get rid of the Hudson's Bay Company, and to build roads from Walla Walla to Vancouver and up to Puget Sound. There were many other things he wanted the lawmakers to do, and during this first legislature these men made laws covering most of the recommendations of the governor.

Through these days he was working out the details of his northern survey report. He heard that his first report was not being accepted in Washington, D. C., so he hurried back, and arrived in May of that year. He worked all summer trying to convince Secretary Davis that his northern survey could be used, but if you study our history for that period you will find that the people were stirred over the slavery question and could not agree on any route. The South wanted the southern route, and the Northern men in Congress wanted the Stevens's survey adopted.

When the fall came he started back to Olympia with Mrs. Stevens and their four children. How would you like to take that long trip by way of the Atlantic Ocean, the Panama railroad, and along the Pacific coast to our state? The children were sick part of the time from a fever they contracted at Panama, and they became very tired of the long journey. When they came to Vancouver they were glad to start north by canoe and trail for their new home, but even this trip proved to be long, as they were troubled by muddy roads and cold weather. They arrived at Olympia in December.

Their new surroundings were not like the good home they had left in the East, for everything seemed bare and rough and crude. But they soon found that many of the people were from the East, so they had much in common and enjoyed good times together.

Mrs. Stevens and the children had to be alone a great part of the time. Governor Stevens started out on his treaty-making tour, which took him away from home most of the next year. After he had spent much time making treaties with the Indians,

the Indian troubles came on. Those were days that were very trying for him as governor. But the story of those days will be told in other chapters.

In July, 1857, Governor Stevens was elected as the territorial delegate to Congress at Washington, D. C. The delegate was a representative who sat in the sessions of Congress and watched over the interests of his territory, but without the right to vote.

As a delegate he was very much concerned for the far-distant territory of Washington, and he worked continually to bring about the adoption of measures which would make Washington an agreeable place in which to live. He was very much interested in roads for the territory, and he obtained an appropriation of \$100,000 for a road from Walla Walla to Fort Benton, Montana. This was the first great plan for linking together the West and the Middle States. We know this road to-day as the Mulhallan Road.

Then he also worked for better mail facilities on Puget Sound and better communication between the east side and the west side of the Cascades. Along with all the work as a delegate in Congress, he wrote a pamphlet for settlers who were wanting to go West. While he was still busy with his work the Civil War broke out, and he offered his services on the side of the North.

As commander of the 79th Highlanders he was respected by all the men and the other officers. At the battle of Chantilly, Virginia, he was killed while rallying his men, September 1, 1862. He died as he had lived—fearless, strong in his ideas of right, and fighting to uphold the principles in which he believed. We are all glad we had such a man as our first governor.

SUGGESTED QUESTIONS AND PROJECTS

1. What great problems did Governor Stevens have to face when he took office?
2. Name some of the laws which must be passed for a new country.
3. Why did the territories have a delegate to Congress?
4. Look up in some history about the battle of Chantilly.
5. Tell of the most important things accomplished by Governor Stevens.
6. Why was the first message to the legislature so important?

CHAPTER XVII

MAKING TREATIES WITH THE INDIANS

If you had had an airplane back in the early fifties and had travelled across the plains at the rate we can fly to-day, you would have seen a long line of pioneers on the way to the west coast. They were creeping along at the average rate of ten to fifteen miles a day, raising a cloud of dust which hung like a blanket over the train of immigrants. The hot sun shone down upon the patient animals, making them thirsty and tired under the heavy loads. The travellers were seldom in sight of friendly trees, and the water-holes very often were far apart. This vast stream of people were coming because they wanted to live in a new country.

The United States Government had passed some homestead laws, whereby the head of the family could, by settling on it, get possession of farm land, if he had ambition enough to cross the plains for it. But when the families came here they found thousands of red men who looked with disfavor upon the people who were crowding them out of their hunting-grounds in order to make homes for themselves.

Many times the Indians would be located in a beautiful little valley which was larger than necessary for the tribe, and the white man, seeing the wonderful possibilities for a home, would settle down there. Then he would write to his relatives and friends about it, and soon many more would come to take up land. They could not understand the Indians, and the native red men were suspicious of the white men, and often this lack of understanding on both sides led to disagreement and war.

Governor Stevens knew this and was anxious, when that first legislature met, to have acts passed authorizing him to make treaties with the Indians. Some arrangements must be made so that both the red men and the white men could live in this land in peace and comfort.

You may not know how these treaty councils were carried on. Governor Stevens sent out word to the tribes he wished to have come together in the treaty council, and then, on the day appointed, he would be on hand to talk over the rights of the Indians and the state. Many times there were a number of tribes who could not understand each other, for in the middle fifties there were nearly forty different languages among the Indians in this territory. He then had to get some one who could interpret the language of the Indians.

Generally the Indians sat in a circle, with Governor Stevens and his party within the circle. In the first circle of Indians were the great men of the tribes, who could talk with wisdom and force. Outside of this circle was a second one, in which were the average men from among the tribes, and on the outer edge were the old men, the women, and the children. The treaty was carried on with the inner circle.

It was tedious work to draw up a treaty, for the Indian's manner of expressing himself was so very different from that of the white man. His beautiful, picturesque language was often pitted against the blunt terms of a soldier like Governor Stevens. It was also difficult to make the Indian tribes understand a money consideration which came within the treaty. The Indian money was reckoned in terms of beaver-skins, and the white men talked of dollars in the thousands.

The treaties for all of the tribes had practically the same kind of provisions, although the money to be paid was different in each case because of the difference in the population of the tribes. The Indians were required first to give up all their lands and agree to live in designated places, which we call reservations. These reservations must be surveyed and marked so that both the races would know just what land was given to the Indians. Roads were to be constructed to these reservations and an agency with an agent in charge was to be built and maintained by the government on each reservation.

The United States Government promised to give to the Indians on each reservation schools and school-teachers, a doctor, a blacksmith, and a farmer who was to help them in their agricultural work. The annuities, or annual payments, either in

money or food and clothing, were to be under the supervision of the agent.

The Indians were allowed to hunt and fish in their accustomed places, war between the tribes was to be given up, and all slaves were to be freed. The government promised to exclude all intoxicating liquors from the reservations. The white men were forbidden to live upon or trade on the reservations without the consent of the agent.

The governor made the first treaty the day after Christmas, 1854, and on January 25, 1856, he made his last treaty with Indian tribes. During that time he made treaties with sixty-eight tribes in this territory, which contained at that time about 21,000 Indians.

The most picturesque of all the councils was held at Walla Walla. There were 6,000 Indians at this council, all dressed in their feathers, beads, and paints. For three weeks they talked over the provisions of their treaty, but it was hard for them to come to an agreement, for some of the chiefs were wary of the white man and his word.

Hazard Stevens, the young son of Governor Stevens, was with his father at the Walla Walla council, and in the second volume of his book, *Life of General Isaac I. Stevens*, he has given us a vivid description of this council. If you get the book some day and read what he wrote, you will enjoy it.

This council took place on the plains at a place which is now the very centre of the city of Walla Walla. There were a hundred white people at this council and some 6,000 Indians.

The Nez Perce were the first at the council. They sent ahead a large American flag which was their banner. Then the cavalcade came forward to the party of white commissioners, "a thousand warriors mounted on fine horses and riding at a gallop, two abreast, naked to the breech-clout, their faces covered with white, red, and yellow paint in fanciful designs, and decked with plumes and feathers and trinkets fluttering in the sunshine. The ponies were even more gaudily arrayed, many of them selected for their singular color and markings, and many painted in vivid colors contrasting with their natural skins—crimson slashed in broad stripes across white, yellow or white against black or bay;

and with their free and wild action, the thin buffalo line tied around the lower jaw—the only bridle, almost invisible—the naked riders, seated as though grown to their backs, presented the very picture of the fabled centaurs. Halting and forming a long line across the prairie, they again advanced at a gallop still nearer, then halted, while the head chief, Lawyer, and two other chiefs rode slowly forward to the knoll, dismounted, and shook hands with the commissioners, and then took post in the rear of them."

In a few days the Cuyuses, Walla Wallas, and Umatillas came on the plains, and lastly the Yakimas. The great chiefs at this council were Lawyer, head chief of the Nez Perce; Pio-pio-mox-mox, of the Walla Wallas and Umatillas; Kamiakan, the chief of the Yakimas; and Young Chief, head of the Cuyuses. Lawyer was very friendly to the whites, but the other chiefs were suspicious of the treaty and felt that they were going to be defrauded in some way.

At one time in the deliberations Lawyer brought up his tribe and placed their teepees around the white commissioners to protect them against the other Indians who were plotting to kill them. After three weeks of deliberations, and after the different items had been carefully gone over, the tribes accepted the treaties. They were signed by the head chiefs and many of the sub-chiefs.

You may wonder whether the white men were working all day long with the Indians. The commissioner found that the Indians could not sit still a long time, so each afternoon, out on the plains, the different tribes had horse-races and foot-races and games. In the evenings they had dancing and story-telling when the tribes came together and related the great deeds of the past years. It was a gala time for all, though not without its labor and its dangers.

The Indian reservations, comprising hundreds of thousands of acres, were set aside, and the Indians obtained annuities and other considerations such as we have spoken of in the other treaties. When it was all over with, and the exciting days were left behind them, the Indians sat down and wondered whether they had been cheated. Other tribes in the state murmured,

and the United States Government was slow in carrying out the provisions of the treaties, until some of the Indians felt their grievances very much. Some white men came upon their reservations to seek gold and to hunt, and after many petty wrongs, the Indians, who were never friendly with the whites, decided to fight. Thus the Indian wars began in our territory.

SUGGESTED QUESTIONS AND PROJECTS

1. What is a treaty? Why make treaties with the Indians?
2. Why was it hard for the white men to make a treaty with the Indians?
3. Name the provisions which were in the treaties.
4. Do you think you would have been afraid at the council with the Indians?
5. Write a letter back East telling of a visit to an Indian tribe when they were making a treaty.
6. Do you think that the Indians had reason to feel that they had not been treated fairly?

CHAPTER XVIII

THE INDIANS ON THE WARPATH

The fall following the year of the great treaty found Washington Territory full of anxiety and gloom. The Indians were on the warpath. While there was not at any time a big battle or a general massacre, the Indians were out in war-parties, and this put fear into every pioneer home in the territory.

We are apt to think that a war-party generally consisted of hundreds of Indians, but this is not true as a rule. While there may have been at Seattle a large number, yet the Indians thought it best to go in small bands so that they could strike, then flee quickly and scatter, making it difficult to capture them. Most of the war-parties were composed of from eight to twelve Indians.

You may ask, and ask wisely: "Why this Indian trouble?" "After all the signs of friendship, after the feasts and after the treaties, why should the Indians break out?" has been asked very often by many people. This question I have put to a number of Indian tribes, and the same answer has been flung back at me many times: "The treaties were not understood."

Then I asked them many questions, and I found that while Governor Stevens, with his restless energy, thought he was making the tribes understand, they signed without full deliberation and understanding. When Governor Stevens left the tribe they consulted among themselves and found many things they had forgotten to talk over. This made them think they had not received fair play and led to open rebellion.

One of the things they could not understand was why any one should sell land. They considered the earth as their grandmother, the thing that nourished them, so they could not sell it. When they found that money had been given to them for land, they were very angry.

The white race and the Indian were so separated by customs, dress, and manner of living that they did not seem to realize that they had anything in common. The Indian could not under-

stand the reason why the white man should forever be hurrying, nor could he see why the white man should come way out into the West to live when there was so much land where he came from.

Another reason for the trouble was the gold discovered at Fort Colville. You know gold is that metal which draws men



BLOCKHOUSE AT FORT SIMCOE.

Notice the rifle holes.

from afar, and they do not count the dangers nor the hardships, but go forward as if everything belonged to them. When they came to the reservations the white men crossed them and hunted and fished, without asking the consent of the Indians, which was against the terms of the treaty.

Then there was a growing idea among the older Indians that a last great stand should be made or the Indian life would be crushed out altogether by this persistent force of the white men. Many of the men who have looked into the Indian troubles put this reason near the head of the list of grievances.

In the fall of 1855 some of the hunters and prospectors were killed in the Yakima Valley while they were going across the Indian lands. Soon afterward the Indian agent, Andrew Bolon,

heard of this and went alone up to see Kamiakin, the chief of the Yakimas. They had a long talk, but on the way back to the Dalles he was killed by a son of Owhi, another chief of the tribe of the Yakimas.

A company of soldiers was sent to the valley to punish the Yakimas. They had a skirmish, and in a running fight returned to the Dalles. When there was an equal number of soldiers and Indians, the white men were far superior in the fight, for they were better equipped and understood both defensive and offensive warfare as a science. But here on the Yakima reservation the Indians far outnumbered the whites sent to quell them.

At nearly the same time as the attack east of the Cascades there was an attack in the White River Valley on the coast. This was in September, 1855, a time long to be remembered by the two valleys. The Indians on both sides of the Cascades were related and they had arranged a general outbreak of all the tribes.

Governor Stevens was over among the Blackfeet in the Rockies making a treaty, so Acting Governor Mason called together the federal troops and volunteers. When this trouble was at its worst, in the late fall of 1855, and every one was downcast, Governor Stevens returned to the Walla Walla country. He was told he could not return by the Dalles but must go to Olympia by way of New York. However, Governor Stevens was made of sterner stuff, so with a few Nez Perce Indians for a bodyguard he came on through to Olympia.

His energetic policy was at once felt far and wide. The Indians had gathered around Lake Washington and along the Sound near Seattle, and on January 26, 1856, there was a general attack on the town of Seattle. But the people had been warned and they had built a blockhouse. The ship *Decatur* in the harbor dropped a shell in a woods where the Indians were supposed to be, and the fighting started at once and continued throughout the day.

The people rushed to the blockhouse and fought vigorously. When the hard day of fighting was over, the Indians retreated, vowing that they would come again and wipe out the town. But they never returned.

During the next two years there was fighting on both sides of the Cascades, but the soldiers were at all times searching out the offending Indians and punishing them without mercy, so that



BLOCKHOUSE ON WHIDBY ISLAND DURING THE INDIAN WAR OF 1855.

gradually the bands went back to their reservations and settled down in their teepees.

When the danger was past it took a long time for the settlers to feel that they were safe from the attacks of the lurking Indians. The terrible experience did not die in the minds of the two races, and a generation went by before they could feel that both races were ready to forget the past.

SUGGESTED QUESTIONS AND PROJECTS

1. Name the causes for the Indian outbreaks.
2. If you were a pioneer, what would be your method of defending yourself against the attacks of the Indians?
3. Some time read "The Strain of White," by Anderson, and get the story of the Seattle battle.
4. Why did the Indian outbreaks cease?
5. Who was to blame for the Indian troubles?

CHAPTER XIX

THE SAN JUAN AFFAIR SETTLED

You remember that we learned about a treaty of 1846 which extended the boundary along the forty-ninth parallel to the middle of the channel which separates Vancouver Island from the continent. That treaty did not tell us which channel was meant, and trouble with England began.

The Americans said it was the Haro Channel and the English were sure it meant the Rosario Channel. If you look at the map you will see what a great difference this would make in the amount of land each country would receive.

The whole affair was brought to a crisis by a pig. You know about the geese of Rome and how they saved a city. Your fathers no doubt have told you of the cow which was supposed to have kicked over a lantern and started the Chicago fire. Do not forget we have a pig which started a peck of trouble.

Fourteen Americans had been north in British Columbia, on the Frazier River, digging gold. But the gold did not pan out, so they came down and settled on San Juan Island and began to farm and trap. Near at hand was the Hudson's Bay Company post, under the management of a man by the name of Griffin. Mr. Griffin had a pig which roamed at will, hunting for his meals. The Americans had a potato-patch, and the pig longed for those potatoes. The Americans built a rude fence around the patch of potatoes and told Mr. Griffin to keep his pig out of the potato-patch, but Mr. Griffin replied: "Keep the potatoes out of my pig."

One day the pig wandered down to the American camp, and, walking through the rough fence, began to eat the potatoes, and one of the Americans shot the pig. He went to Mr. Griffin and offered to pay for the pig, and was told that he must pay one hundred dollars or he would be sent to the English magistrate on Vancouver Island.

The Americans resisted all attempts of the British to bring them before the magistrate, and since the British did not want to start a war, they let the matter rest for a time.

About this time a Whatcom County sheriff noticed that too much wool was being shipped from this island, so he went over



BLOCKHOUSE, ENGLISH CAMP, SAN JUAN ISLANDS.

to investigate and collect taxes on this product, but the English refused to pay taxes because they said it was British territory.

When the Fourth of July, 1859, came around, like true Americans they put up the flag we love so well, and for a programme each one of the Americans made a Fourth of July oration. They all went to bed happy, but they forgot to pull down the flag.

General Harney, our commander in the West, happened to be on the Sound, and he saw the flag flying the next morning and went over to the island to inquire what it was all about. He heard the story of the late trouble from the Americans and he realized that there was some disagreement between the officials of the two countries. Wishing to protect the fourteen Americans, he sent Captain Pickett over to the island with a company of soldiers. General Harney said the soldiers could be used to

protect the Americans from the Indians who might come down from the British possessions.

Before long Captain Pickett was ordered to leave the island, but he told the British he would fight to the last ditch. Again the good sense of the two nations came forward. Neither wished to go to war over these islands, so remote from both England and the eastern part of our country. They decided to have joint occupation, and a company of British soldiers was put on the upper part of the island.

The Civil War came on. Captain Pickett heard that his beloved state of Virginia had joined the South, so he left the island and secretly made his way back to the South.

During the Civil War the two camps on San Juan Island had a very happy time together. Each vied with the other to make their stay as pleasant as they could, and liked especially to entertain each other at dinners. One day the Americans invited the British company down and served them a very elaborate meal. When the meal was finished the American soldiers cleared off the dishes and reset the table. The British asked what it was for and the American host said: "We wish to serve the other courses." The British protested that they had eaten so much they could not eat more. "Well, if you can't eat any more, we will put things away." The Americans thought it was a good joke, for they did not have any more courses to offer their guests.

After the Civil War the two countries decided to put before a commission the question of the disputed channel and chose Emperor William the First as arbitrator. Our commissioner was George Bancroft, who was an old and very wise man and a great diplomat. When he stood before Emperor William, surrounded by the best American engineers he could find, he told the Emperor that he was happy to place such an important question before a man whose scholars were so learned in the great questions of the day and in the scientific knowledge which would be needed to decide the San Juan affair. He then gave to William the First all his data, which had been well prepared, with soundings of the channels and with all the historical material he could find.

In the year 1872 Emperor William settled the matter by de-

ciding that the Haro Channel was the boundary for the islands. And this question became a closed bit of history.

In 1904 Professor Meany placed two monuments on the San Juan Islands, one on the site of the American camp and one where the British camp stood, so that for all time we could find just where these events occurred. To-day this group of islands is San Juan County, and they form a very important part of our farming community. If you ever take a trip on Puget Sound and pass by these islands, look for these two camps and tell some one of the history which the pig started.

SUGGESTED QUESTIONS AND PROJECTS

1. Why did we have trouble over the San Juan Islands?
2. Imagine you are in the British camp on San Juan Island. Tell what you did day after day.
3. Why was the San Juan affair settled in our favor?
4. Point out on the map the San Juan group.

CHAPTER XX

THE CIVIL WAR DAYS

You have all heard a great deal about the Civil War. I have told you how it was coming on, and how the North and the South were each so interested in their own section that they could not agree on the surveys of the railroads made in 1853.

The Washington Territory is far away from the Middle States and a very long distance from the East. Although the north Pacific country was interested in the Northern States, the battle-fields were far in the East. So the good men out here debated a long time before they made up their minds just what to do to help during the war.

At last they decided to organize companies to keep the Indians from rising against the government, so that the North would not need to send troops to quell the disturbances if there should be an uprising in the West. That was a real help.

But they were interested in another way. During the World War many school-children were intensely interested in the war in Europe because their own brothers or uncles, or perhaps their fathers, were over there fighting. So they kept track every day of just where the armies were and wondered how the troops were getting along. When one of the men they knew in the World War received special mention for bravery, they were very glad. In the sixties the people had the same interests.

Many of the army officers who had been in the territory took part in the Civil War. Month by month the people followed the careers of these men. General Grant had been at Fort Vancouver, and to-day one of the houses is pointed out as the place where he lived. The people who knew him rejoiced at his work along the Mississippi and later in his campaigns against Richmond.

You can imagine how the people watched the papers for the reports of Governor Stevens. They were confident he would do

his full share of duty in the war, and they were proud of his service for his country. Many grieved when he was killed at the

battle of Chantilly, for they knew that a courageous man had given his life for his country.

General Sheridan was one of our notable Indian fighters in Washington Territory during the Indian troubles. This work was a training-school for his greater work as a leader of cavalry in his campaigns against Richmond.

Many of the settlers remembered Lieutenant Wilkes, and they followed his career with interest. When he had captured Mason and Slidell from the British ship, they recalled his energetic work in the West. Those men

who had served under McClellan in Washington Territory felt as if they shared in the honor when he obtained his rank as general and for a time led the army of the Potomac.

Some of you will wonder whether the people were also interested in the army of the South. You will recall the good fighting spirit of Captain Pickett on the San Juan Islands. Captain Pickett went back to his beloved state of Virginia and won renown in his gallant charge at the battle of Gettysburg. General Pickett was a high type of Southern gentleman, and hundreds who knew him read eagerly of his work under the Stars and Bars.

In another way the people of the territory did their bit toward the war. The women gathered clothing and supplies for the hospitals in the East. Some



GENERAL ULYSSES S. GRANT.



GENERAL GEORGE E. PICKETT.

scraped lint while others made and rolled the long bandages for the wounded.

When they gathered together each afternoon for work some woman would read from the newspapers which had been sent out West, and they eagerly followed the lives of the soldiers during the four years. They were intensely interested, and many of them were sorry they were too far away to help in a bigger way.

There was one other incident which brought the war very near to the West. The Confederate States sent a privateer into the Pacific Ocean to prey upon the commerce of the North. This boat was under the Southern flag in command of Captain Waddell. During the last year of the war this privateer captured thirty-eight whalers and merchantmen. Often Captain Waddell would capture a number of vessels, fill one with captured men, and set it adrift, destroying all the others. He was so far from home that he did not know when the war ended, and it was not until June, 1865, that a British boat told him the war was over.

The people of Puget Sound were rather anxious, for there seemed to be danger that other privateering ships might be sent out to the Pacific, and so the territory asked for fortifications and a naval station after the danger was passed. We know that to-day Puget Sound is well fortified against any fleet which might come to its shores to destroy our cities.

The Civil War ended, and again the West raised the cry for better means of transportation. They were very anxious to start railroad construction so that they could send the commerce of the West to the Middle States and the East. The great expansion of the North in industry and in commerce was being felt in the West, and the people on the coast wished to be more closely linked with the growing states farther east, so two years after the war they began to talk about statehood and a railroad.

SUGGESTED QUESTIONS AND PROJECTS

1. How did the people of Washington Territory do their bit in the Civil War?
2. Look up forts and naval stations to see how well Puget Sound is guarded.
3. In some larger history read what one of the men from this territory did in the Civil War, and tell the class.
4. How far did the Confederate ship have to travel to get into the north Pacific Ocean?

CHAPTER XXI

THE COMING OF THE IRON HORSE

Already the Mullan Road had been built from Walla Walla to Fort Benton, but this did not satisfy the people, for it was only a wagon road. By the last of the sixties the Union Pacific and the Central Pacific had been completed from Council Bluffs to Sacramento, and the people in California were happy in being joined so directly with the East.

The settlers here were full of hope because they were going to have a railroad. The Northern Pacific had been chartered, and some day they too could go by rail from the Sound through to the Mississippi River.

It was such a long distance by boat back to the Eastern States, and freight rates were so high, it hardly paid to carry the goods by water around Cape Horn. This road would mean much to the merchants, and they were also looking forward to the time when goods from the Orient could be brought to the docks on the Sound, delivered to the freight-cars, and rushed East. Governor Stevens had said so much about the northern route and its great value to the West that many quoted him and believed in his survey. Some of the people did not have this hope, for they had lived a long time without direct outside communication. They laughed at those who told what great things would come to the state with the railroad.

In 1870 the Northern Pacific Railroad grade was started at both the eastern and western ends. With appropriate ceremony the first spadeful of earth was turned over at Duluth and also at Kalama, the western terminus. Kalama was a growing town and hoped some day to be the metropolis of the Pacific coast.

In the early seventies Walla Walla County was the richest and the most populous of the counties of the state. A railroad was needed in the county, so one of the citizens, Doctor Dorsey S. Baker, as prime mover in the enterprise, put the railroad through from Walla Walla to Wallula on the Columbia.

At first this railroad had only thin scrap-iron rails on the wooden stringers spiked down to the ties. But this was not successful, for often the thin iron rails would turn up at the ends and the trainmen would have to stop and nail the ends down. You may wonder why they did not use heavy rails. They had



From a photograph by Keystone View.

A LOCOMOTIVE OF EARLY DAYS.

to send to Wales or England for steel rails, so it hardly paid to build with first-class equipment.

Many other towns were thinking of the railroad at this time, and they all wondered where the terminus for the Northern Pacific would be. They vied with one another for the prize, and Tacoma received it. The others were jealous of the small town and worked hard to overcome the superior advantage Tacoma would have as a railroad city.

Public-spirited men in Seattle banded together to overcome this great disadvantage. They aroused the community, and on a given day the men, with picks and shovels, began building a railroad grade toward the main line. The women of the grow-

ing city served dinners, and one and all looked forward to the time when this grade would become a part of the main line of the Northern Pacific.

This led to a competition which sent spurs of the railroad into other communities which in time became centres of commerce. The finishing of the Northern Pacific in 1883 was an event never to be forgotten, for now the territory of Washington was a real part of the Union, tied fast to the East by a long line of steel.

But the problems of a growing state were not over with the coming of a railroad. They had just begun. The counties east of the Cascades were growing fast. Spokane, from the first, persistently forged ahead, many times against heavy odds, and finally became the metropolis of the Inland Empire.

Other tasks came with the railroad during the seventies as settlers began to fill our great valleys. Irrigation projects had already been started in the Yakima Valley, and the legislature was making laws concerning water rights for that valley. The prosperous valleys of Yakima and Kittitas are not very old, for many of the old-timers remember when the counties were covered with sage-brush so high and healthy that it seemed almost impossible that the land could be cultivated to produce beautiful fields of grain and alfalfa and orchards spreading for miles in all directions. The coming of the Great Northern Railroad much later brought the same problems to the Wenatchee and Okanogan Valleys.

The completion of the Northern Pacific Railroad in 1883 and the Canadian Pacific in the eighties threw many Americans and Chinamen out of work, and thousands came into our territory. Some of these men went to the mines, others got work along the coast where they were starting to build docks for the increasing trade. But even then there were hundreds who were doing only part-time work, and this made them dissatisfied with the West.

Here in Washington Territory were over 3,000 Chinamen. The workmen found that the owners of the mines and hop-fields were employing these Orientals at a low wage. They found these Chinamen in the towns keeping stores and laundries, and, as far as the white men could see, they all were making money.

You know a Chinaman can live on a very cheap diet, such as

rice and cheap meats. Then many of them bunked in together. They did not know about having pure air in the sleeping-rooms, and they were not clean about the houses where so many lived together. They did these things because they did not know any better, and their low wages could not buy better food and rooms.

The white men saw all these things and they were angry at the Chinamen, for they felt that they were taking the jobs away from them, so they began talking against these foreigners. Then before the people realized it the white men attacked the Chinamen in the mines and in the hop-fields. At one place they even killed a few of them, but generally they only frightened them so that they left their work.

In Tacoma the belongings of these Chinese were put on drays and carted out on to the prairie and dumped on the open land. They were told to leave the country at once. In Seattle the officials were going to send them across the water to their homes, but there were too many of them for a boat-load. When they were taken back to their rooms the crowds attacked them. Gradually the people calmed down, after troops had been called, and order was at last restored. But many of the cities in the state did not forget the Chinese troubles, and for years these men from across the Pacific were not allowed to live in the cities where there had been trouble.

All the time railroad-building was going on, new counties were being organized, and the cities were growing, there was a strong sentiment for statehood. A convention was called at Walla Walla in 1878, but Congress was not ready to grant statehood to the people of Washington Territory. In the last of the eighties they made another effort to become a state, and we shall see in the next few pages what they did at that convention.

SUGGESTED QUESTIONS AND PROJECTS

1. What were the advantages of having a railroad built to Washington Territory?
2. Does it cost very much money to build a railroad? Name the different expenses which would come up in building a railroad.
3. What kinds of laws are needed in an irrigation district?
4. Are there any big propositions for irrigation before the state now?
5. How should we treat the people from the Orient?

CHAPTER XXII

WASHINGTON BECOMES A STATE

Many good things in this life come slowly. We wait for years before we get them and we know they are worth waiting for. The people in the Washington Territory had tried again and again to persuade the United States Congress that the territory was old enough and strong enough and had enough people to be granted statehood.

At last, in 1889, came the year of years for this western country. It was the Constitution year. You know that the cornerstone of our state life is the Constitution. It is so sacred that we think many times before we amend it.

Men within our borders who wish to undermine the life of our state try to tamper with the foundation law, the Constitution. They make false statements of how it was drawn up, or they tell half-truths about the men who drew it up and about where they got the material for the Constitution. For this reason we should know all about our state Constitution and about the men who helped to frame it, and something about the convention where they met to do the work.

The United States Congress has to pass a law to organize a new state. This law we know as the "Enabling Act." And do you know that this act was approved by Congress on Washington's Birthday, 1889? Three other territories were being made happy at this time by means of the same "Enabling Act." The other new states to be organized were North Dakota, South Dakota, and Montana.

Some day you may read this Act. You will find it is written in a clear, plain manner and defines just what steps the territory should take to form a state. The governor, the chief justice, and the secretary of the territory formed the committee to lay out the territory into districts from which seventy-five delegates were to be selected. Then the governor of the territory had to issue a proclamation, on April 15, 1889, for calling an election of

the delegates, which was to take place on the Tuesday after the second Monday in May. After this election in May the delegates who were elected were to assemble on the Fourth of July at the seat of government, which in this state was Olympia, and draw up a Constitution for the state.

There is another interesting part to this Act. It states that the Constitution shall be republican in form and that there shall be no distinction in the rights of the people as to race or color, either in public or private life. Then it specifies that the Constitution must not be opposed to the United States Constitution or the rights we find in the Declaration of Independence.

On the Fourth of July, when the people of the United States were celebrating the signing of the Declaration of Independence, the convention was called to order at Olympia. John P. Hoyt, of King County, was chosen president of the convention, and there were seventy-five delegates in attendance. It takes all kinds of people to run a government, and here at this convention you will find there were men of various occupations.

One of the clerks of the convention made note of just what each man's business was. There were twenty-two lawyers, thirteen farmers, six physicians, five merchants, five bankers, four stockmen, three teachers, three miners, two real-estate men, two editors, two hop-growers, two mill men, two loggers, a preacher, a surveyor, a fisherman, and a mining engineer. These men were of all ages, but the average age was forty-five years. So you see they were, as a rule, men who had judgment and who were wise enough to wrestle with the big problems which came to them in this convention.

Our Constitution came from many sources. The framers of it were not born here, for the territory was too new. Nearly all of them had come as pioneers across the plains from many states of the Union. They brought to us the best ideas from their home states and made them fit into our life. Perhaps you would like to hear where these men were born, and then you will know the sources of some of the ideas embodied in our Constitution.

They came from the following places: Missouri, ten; Ohio, eight; New York, seven; Illinois, seven; Germany, three; Scotland, five; Maine, six; Pennsylvania, four; Kentucky, four; In-

diana, three; Michigan, three; Tennessee, two; Ireland, two; and one each from North Carolina, New Brunswick, Massachusetts, Wisconsin, Ontario, Connecticut, Iowa, Wales, Nebraska, California, and one had been born in Washington Territory. You will not remember where all of these men were born, and yet you



TEMPLE OF JUSTICE, OLYMPIA.

will understand that they brought their experiences from many places, and they all sat down together to make us an excellent Constitution.

When you are older I know you will wish to read parts of our Constitution. You will find it easy to understand, for it is written in very simple language. Here is the beginning sentence, which we call the Preamble: "We, the people of the State of Washington, grateful to the Supreme Ruler of the Universe for our liberties, do ordain this Constitution."

Ever since the Pilgrims came to this country we have believed in those rights which are stated in the Declaration of Independence, and the rights we have received from living in a free country. The men at this convention embodied these rights in the state Constitution so that we cannot forget them.

Then they organized the three departments of our state, the

legislative, the executive, and the judicial. The legislature passes the laws for our state. When the laws have been passed there must be some authority to see that they are carried out. This belongs to the executive department, made up of the governor and his helpers. Often the laws are not understood, or they are not obeyed, so we need judges to sit in the courts to interpret the acts of the legislature and to pass sentence upon those who break the laws. This is the judicial department.

After the convention had finished that part of the work they considered many of the other great problems, such as taxes, tide lands, and other lands which were to be held in trust for the schools and for the capitol building.

The men were very definite in their ideas concerning education. In the Constitution they make this statement: "It is the paramount duty of the state to make ample provision for the education of all children residing within its borders, without distinction or preference on account of race, color, caste, or sex."

After fifty days the Constitution was finished and submitted to the people of the territory. It was passed by a good majority. Then it was sent to Congress to be criticised. When it had been passed upon by Congress it was submitted to President Harrison, who issued a proclamation admitting Washington into the Union. This was November 11, 1889, the birthday of the state of Washington. The next time you have an Armistice Day program, do not forget that the same day is the birthday of our state. The best gift you can give to our state is the pledge to be a good, loyal citizen.

When we became a state there was much rejoicing among the people, for it seemed that a great day was just dawning for the best state in the Union.

SUGGESTED QUESTIONS AND PROJECTS

1. What is a Constitution?
2. What are some of the rights of the Declaration of Independence?
3. Where did the men in this convention get some of their ideas for our state Constitution?
4. Why were the people happy when we became a state?

CHAPTER XXIII

THE GOLD-RUSH AND WAR TIMES

The people of our state knew that they must work hard if they would succeed in making a desirable community in which to live. So the men who went to the legislature thought carefully of the best ways to provide for the future boys and girls. One of the ways was to have good schools, so that each generation could be educated and trained to carry on the work of the state.

They realized that in order to have good teachers some one must teach the young people how to teach. So two Normal Schools were established, one at Cheney and one at Ellensburg. Buildings were provided, and soon the schools were training teachers for the grade schools. This was in 1890, and in three years another Normal School was added at Bellingham. These Normal Schools are doing wonderful work in the training of young people for teaching in the grade schools.

The year after the first Normal Schools were established Washington State College was located at Pullman. It was called at first Washington Agricultural College, Experiment Station, and School of Science. It has taken its place among the best in the United States.

The oldest institution in the state is the University of Washington, which was established in 1861. At first it had a hard time to keep alive, but as the territory grew and statehood came, the "U," as we call it, attained its high standard of scholarship, and it is now ranked with the other universities of the nation.

All of these institutions of learning are growing and keeping pace with the people of the state, and we have a right to be proud of our high rank in education. We must continue the good work of those men who established these schools, so that our state will always be a leader in education.

At the same time that most of these schools were started, a mining bureau and fish commission were organized, and plans were laid for our excellent road system in this state. If those

people had not thought of all these things, we should not now have our efficient laws and the commissions to help preserve and develop our resources.

But other things were holding the attention of the state. You know that in 1867 we bought Alaska from Russia. The people of the Middle and Eastern States believed it was very foolish to buy that big, cold country, for they thought that the chief things up there were icebergs and polar bears. They know better now.

In the summer of 1897 boats came from Alaska with men who had panned out thousands of dollars in gold from the Upper Yukon. Men who were in the Klondike wrote alluring letters to their friends. Some of the letters told of hardships and trials which had to be overcome to get into this field of gold, but we all know what the cry of gold means. There had been some hard times in the state, but at once a boom was started.

Thousands of men from all over the United States came to the coast to go into the Far North. They needed food and they needed shovels, picks, pans, tents, shoes for hard journeys, warm clothing, firearms, straps for carrying packs, sleds, and dogs for the sleds, and I might tell of more things they needed in the northland.

At once the cities of the coast began making many of the supplies, and the companies in the East sent train-loads of goods to new stores here. Every one was busy. High prices were paid for good dogs for the trail. Old boats were made seaworthy and new boats with improved machinery were built.

Every state in the Union sent its men to the coast: good men and bad men; the strong and the weak; many who were highly educated, and others so ignorant they could not write their names or read a word. One man told me he saw men with one arm, others with one eye, one who stumped along on a wooden leg, and others who were weak, but all were sure that they could find gold in that far-off country, that in another year they would come back with enough to enable them to live in ease and comfort.

It was not long before we knew a great deal about Alaska, and books were printed, maps sent out, and directions sold for new

miners entering the land beyond fifty-four forty. Magazines printed letters and descriptions. We were very busy here, but the people were just as busy in the Far North. Towns grew, houses were built, stores of all kinds were started, and all was excitement and hurry.

Perhaps you will ask how much gold was taken out and whether all these men came back with fortunes. There were many who never came out, because the trail was too hard and bitter. Others travelled around from one place to another and spent all they had, hoping for another stake at a claim which would make them wealthy. Some made their fortunes.

In the midst of this gold-rush the Spanish-American War broke out, and President McKinley called for volunteers. This state was called upon for one regiment, and the young men volunteered so quickly that the ranks were filled at once, and we asked our government to grant us the privilege of sending more. But other states wanted the same chance for their young soldiers, so it was denied.

Twelve companies were organized in the state. They went into camp and waited to be transported to the Philippines. During the month of October, in 1898, the regiment went to Manila. They took part in many of the engagements, and the state is proud of their record. They returned within a year, with a loss of 7 officers and 140 men.

During the few years following this the state progressed very fast, both in increasing population and in the building up of large towns and cities. It was a period of rapid growth in the cities of the state. Great buildings were erected to take care of the business which came to the state through the increasing commerce and industrial enterprises. The highways were improved, and new railroads came into the growing centres.

When the World War broke out, in 1914, business was again stimulated, and since Washington was the closest point to the Orient a vast amount of freight flowed through our shipping centres. As soon as we entered into the war, ship-building and manufacturing called thousands to the state. People from smaller towns went to the large centres of business and worked during the war.

Camp Lewis became the training centre. All over the state the citizens were busy with Red Cross work, the selling of Liberty bonds, and other war enterprises. Every one took part, either in promoting thrift ideas or helping in Red Cross work, and we were a part of the nation-wide interest in carrying on the war.

Our young men took an active part in the army and navy, and the World War became very real to all the state because of the varied services which the soldiers rendered.

When the war was over, the state settled down to its reconstruction program. The larger centres gave up their surplus population and many people returned to the smaller towns. The schools gradually regained many of their students who had been in the service or had gone into profitable business jobs, and once more the state began to look into the future for better days.

SUGGESTED QUESTIONS AND PROJECTS

1. Why are colleges and normal schools so important in our state?
2. If the people back in the early nineties had not established schools, what would be the results?
3. Ask some one to tell you about the causes of the Spanish-American War.
Look up Dewey and his victory, May 1, 1898.
4. Tell some story of the Alaskan gold-rush.
5. Point out on the map where this gold-rush occurred.
6. Ask your mother or father to tell you about the World War and the busy times in the nation.

CHAPTER XXIV

WASHINGTON TO-DAY AND SOME OF ITS PROBLEMS

How many of you boys and girls like to sit down and dream of what you will do when you grow to be men and women? I know you really think of that time, and in this last chapter I am going to try to tell you of some of the things we must do to make our state the best one in the Union. Let us call these things we want to do "Our Problems."

When Governor Stevens attended that first banquet in Olympia he made a wonderful speech. In this speech he told the men that the state of Washington would some day be first in the Union. Some of them told him he was just dreaming, but others asked him what he meant. He said that he was looking out onto the ocean toward China and Japan and could see that some day commerce would come into our ports by the hundreds of ship-loads, and this commerce would be shipped to the Atlantic coast over the northern route. He said these same ships would also carry our products back to the Orient.

Do you know how many people there are around the rim of the Pacific? There are nearly 1,000,000,000. There is Japan with 70,000,000, in a territory 10,000 square miles smaller than California; China with 400,000,000, and there are as many in India. What does that mean to us? It means commerce. Here on the Washington coast we are much nearer to the Orient than are any other Pacific ports. For this reason a larger trade is bound to come to the Puget Sound ports.

Many of you boys and girls are going to help to build up this vast trade in the years to come, and so we must become well acquainted with those people across the Pacific. We must try to find out what they want and also introduce to them other goods which they can use but which they do not have at the present time. This means that we must recognize their good qualities and be friendly with them. We cannot hate them, for hate will cause situations which drive away trade.

Then we must not forget the trade with Alaska. When that country, which stretches so far into the north, opens its mineral wealth and its great forests and coal-fields we shall have many more ships trading with the Alaskan ports. Then our food-stuffs and manufactured goods will be exchanged for the raw materials. Nor are we going to forget the trade with the Eastern States through the Panama Canal and beyond into European ports. Our ships and our railroads will be laden with freight, and thousands of people will be employed in this work.

We are going to help in other ways. Why do we have to call on the Eastern cities for so many of our manufactured products? We are going forward rapidly in building up industries in this state, and in the near future we shall have hundreds of thousands of men and women in our factories in Washington.

In this state we have a giant resource called hydroelectric power. This power is produced along our swiftly flowing rivers and mountain streams. We have one-sixth of the hydroelectric power in the United States, and yet there is much of this power going to waste, which could be generated for use in factories, mills, lumber camps, and homes.

If we are going into industrial work on a large scale we must have the raw products from our forests. If these industries are to continue, these forests must be preserved and wasteful methods eliminated. It will take all the wisdom we have to make the best use of our standing timber.

We shall need iron, copper, lead, zinc, and coal. Gold and silver are important to-day, but some day we shall be more careful in the mining of these metals, and more uses will be found for them. In recent years the non-metallic resources, such as clay products, cement, building-stone, sand, and gravel have found a leading place in our state. Many men think these non-metallic resources will exceed the other raw products in value. Already the colleges are experimenting with these materials and perfecting uses for them, and this will help to put them on the market.

This army of workers, in all walks of life, must be fed, and we look to agriculture, which has always been a great factor in our life. Washington is far-famed for its Palouse wheat-fields; its

millions of boxes of apples sent by train-load and ship-load to all parts of the United States and to the chief ports of the world; the Puyallup and Sumner berry-fields, sending their fruit, both fresh and preserved, to the Eastern States and to Europe; and the Clark County prune, which is finding a ready market far and



UP-TO-DATE RURAL SCHOOL.

wide. The coast country is sending eggs to the Atlantic coast, and the poultry-raisers have increased the average production per hen until they now speak of their "300-egg hens." Within the past few years dairy products have increased rapidly, and herds of cows are bringing in great wealth to the farmers. With the large irrigation projects which have been started, and with the Columbia Basin project dreamed of, we should be able in time to increase our agricultural products until we take first rank in supplying much of the domestic and foreign trade.

We have not yet spoken of the products of the sea which are an essential food and which have become the source of numerous occupations and industries. Canneries have sprung up in many a cove on the Alaskan coast, Puget Sound, and the Columbia

River. Deep-sea fish, both canned and frozen, are shipped to the markets of the world. Other sea foods which are in common use are clams, crabs, and Puget Sound oysters.

Then we must not forget other problems which are not so easily solved. If we are to make a greater state, some one must teach the boys and girls so that they may become efficient in these many fields of work. You will soon be the teachers and you can show other boys and girls how to become leaders in the state. The home, the church, and the school must have workers, for you know this would be a poor place to live if we did not have these three institutions.

You can see what a big task we all have. Let us plan for the future so we can take up the work which suits us best. Many will put on overalls and learn from the beginning the sources of our raw materials and the processes through which they must go to make a finished manufactured product. Some will study faithfully and join the ranks of the leaders, who will teach others the better way to study and to live. At the same time many of you will be home-makers, and we know the home is the best place for making boys and girls worthy citizens.

As we sit in our schoolroom, thinking about the history of our wonderful state and planning how we can help to make it a bigger and better place to live, we must not forget that our parents and other citizens are spending a great deal of money for our schooling. The best way to repay them is to become a responsible worker in your community, ready to uphold its laws and its institutions. This will make our state the leading one in the nation.

SUGGESTED QUESTIONS AND PROJECTS

1. What are resources, industries, hydroelectric power, non-metallic resources?
2. Point out the countries around the rim of the Pacific.
3. Send to the Chambers of Commerce of the port cities for some literature on the trade with the Orient.
4. What is made from clay, cement, gravel?
5. Why is it important for boys and girls to go to school? How do you learn how to do big things?
6. Why do the home, the church, and the school have such an important place in the community?

APPENDIX

ORIGINAL STUDY IN LOCAL HISTORY

Many cities and towns in this state are doing splendid work in the study of local history. The schools of Seattle, Tacoma, Spokane, Tumwater, Ellensburg, and other places have given in recent years a comprehensive course in the pioneer life of the community. Because there are so many questions asked about a course of this kind, I am adding this simple outline. The material for this outline may be obtained in interviews with pioneers and old settlers, from newspaper accounts, letters, diaries, journals, and old store accounts, county records, reports of historical societies, or pioneer and old settlers' associations.

Geographic and natural features.

Early settlers. Why did they come West? Where did they come from?

Why was the site chosen for the settlement?

Houses, house furnishings, food, dress, firearms.

Barns, tools, draft animals.

How far were these settlements from other communities?

Relations with the Indians.

Stories of Indians, and other incidents of interest.

Education, mail, reading material.

Church services, buildings: how far from homes.

Early transportation: horseback, stage, boat.

Stores. Where were goods obtained? Prices, costs?

Protection of community: crude community laws, state laws.

Coming of railroads.

Growth to village, town, city.

Biographies of pioneer citizens.

Map of early settlement compared with up-to-date map.

Early development of our most important industries.

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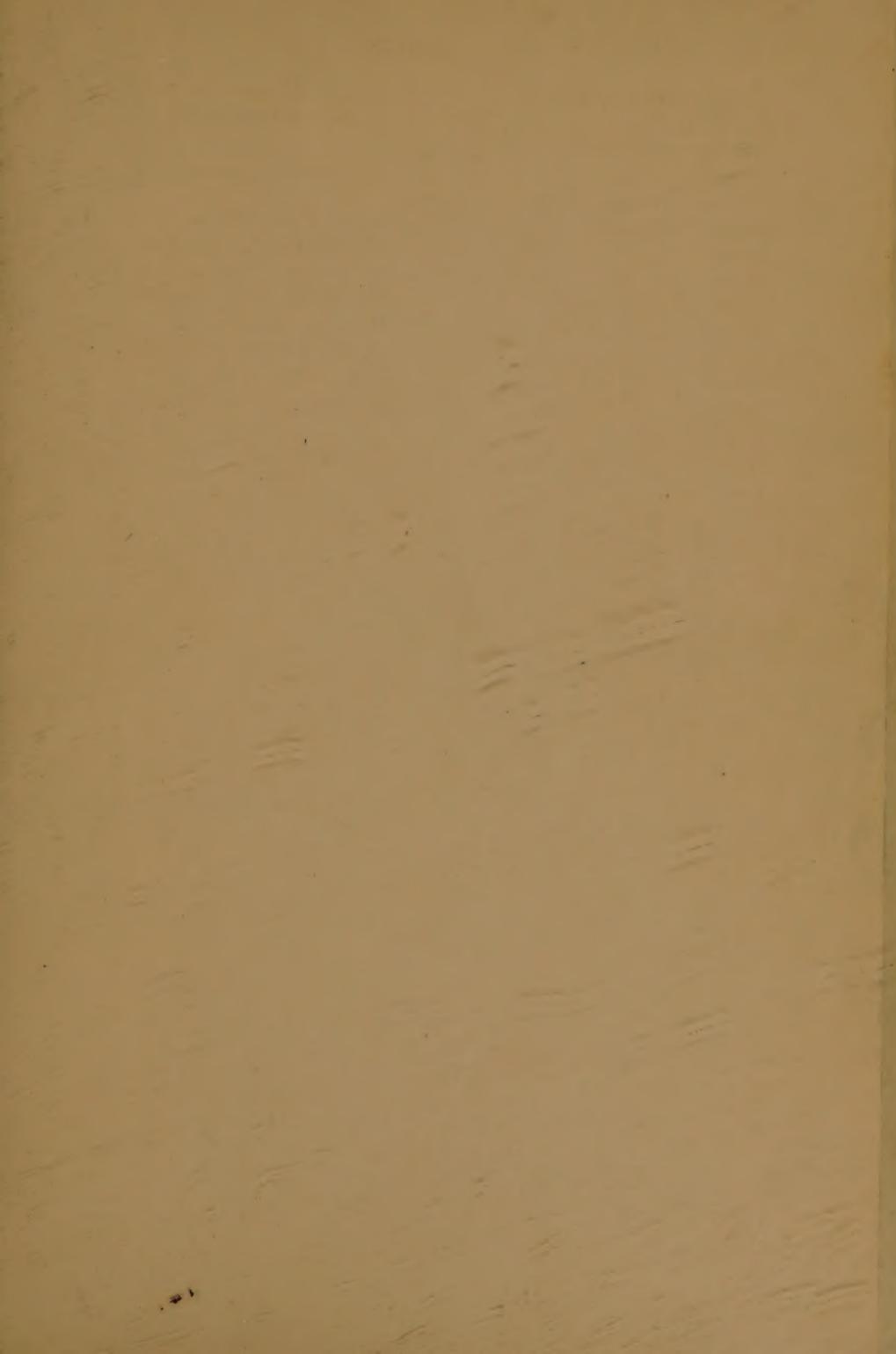
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